

Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2021 - 2022

This funding is for schools to use on specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the **Education Endowment Foundation (EEF)** has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Suggestions...

- Possible Teaching and TA additional hours above those already budgeted for 2020 2021.
- Staff Training for Personal Development to support curriculum planning.
- Focused training on effective use of technology.
- Training and Support to organisational and logistical aspects of school life.
- Pupil Assessments – materials and time to enable Teachers to assess pupil’s wellbeing and learning needs.
- Curriculum Resources and Subscriptions.
- Transition Support to support pupils re to school – dedicated transition events either remote or face to face.
- Targeted one to one support or small group tuition.
- Intervention programmes – one to one or small groups
- Investment in technology, either providing pupils with devices or improving facilities available in school.

Useful links

[Gov guidance Catch up premium](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

Section 1: Contextual information

School	Cardinham	Total pupil number	82	Total catch up funding	£1,620
Identified priorities for catch up (summarised from SDP)		Reason for selection of priority (summarised from SDP)			
A	To raise standards in maths in Year 2 to Year 6.	Mixed aged planning for our mixed aged classes in maths continues to present a challenge for our teachers. They require a high-quality bank of resources that can be easily adapted to provide high quality challenge for our learners. Year 3 and Year 5 are current year groups that require specific support with both cohorts having < 50% of pupils currently on track.			
B	To raise standards in writing in Year 2 to Year 6.	Currently, all years are below the average of pupils working at the expected standard – evidently, the standards in writing were significantly impacted during the school closures.			

Section 2: Detailed planning, review and evaluation

Priority A					To raise standards in maths in Year 2 to Year 6.			TOTAL COST	£265
INTENT	IMPLEMENTATION				IMPACT				
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 8 th April 2022	Progress Review 2 Date: 6 th June 2022	Final evaluation (against success criteria) Date: 26 th July 2022		
% of pupils on track for maths will have improved	Purchase 'testbase' resource package to ensure high quality reasoning and problem solving questions are being put to children.	Resource will support Quality First Teaching	Monitoring and Half-termly pupil progress meetings	265					
% of pupils at greater depth for maths will have improved	Purchase 'testbase' resource package to ensure high quality reasoning and problem solving questions are being put to children.	Resource will support Quality First Teaching	Monitoring and Half-termly pupil progress meetings	As above					

Priority B					To raise standards in writing in Year 2 to Year 6.			TOTAL COST	£1,355
INTENT	IMPLEMENTATION				IMPACT				
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 8 th April 2022	Progress Review 2 Date: 6 th June 2022	Final evaluation (against success criteria) Date: 26 th July 2022		
% of pupils on track for writing will have improved	To pay additional TA and HLTA hours to ensure a teacher can be released for one afternoon a week to deliver writing intervention to targeted children.	EEF Supporting great teaching	SMT to monitor that the work the supply teacher is delivering is effective curriculum provision	£1,355					