



Chesswood Junior School
COVID-19 Catch-up Premium Grant 2020/21



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Report Development

It was developed by	Chris Yelling
It has been presented to the governors.	
It will be reviewed:	
It was last reviewed:	Not Applicable

1. Introduction

1.1. *What catch-up funding is for?*

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes:

- a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds

1.2. *Funding allocations*

School allocations will be calculated on a per pupil basis.

Mainstream schools will get £80 for each pupil from reception to year 11 inclusive.

1.3. *Payment schedule*

Schools will get funding in 3 tranches.

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools.
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.



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1.4. Using catch-up funding

Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

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.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

Schools can use catch-up premium funding to support any summer catch-up provision that they are offering and can carry funding forward to future academic years.

2. Reporting

2.1. Funding received

Autumn 2020	£12,940
Spring 2021	£16,140
Summer 2021	£20,760 (still to receive this)
Total	£47,840

2.2. How it is intended that the grant will be spent

We followed the principles of the EEF guidance that targeted, short-term, small group interventions delivered by a trained teacher has the best evidence base for success. We decided to use teachers who know the school and the pupils to improve continuity for the children and integrate best with the systems and practices in place in the school.

Summer School 2020	
Small group interventions (up to 15 pupils) with qualified teachers from the school – 3-week programme involving 2 days in school and 2 days homework each week for both English and maths.	£9,574



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<p>Year Leader Interventions Summer Term 2021</p> <p>Small group interventions (up to 15 pupils) delivered by the year leaders, the highest quality teachers in the school, for either maths (3 mornings – 2¼ hours) or writing (2 afternoons – 2 hours) each week for a half term (7 week) block. Some pupils continued into the second half term intervention, others were deemed to have made sufficient progress and replaced. (Cost derived from hourly rate of UPR 3 - £46 x 5 hours per week x 14 weeks x 4 leaders)</p>	£12,880
<p>Extra Class in Year 3 – Academic Year 2021-22</p> <p>Additional teacher and TA funded to reduce class sizes and allow more targeted support in class for children who experienced disadvantage during the previous 2 years. (Costs derived from rounded Teacher M1 salary and pro-rata TA scale 3 salary for the year + on-costs)</p>	£46,125
<p>Year Leader Interventions Autumn Term 2021</p> <p>Small group interventions (up to 15 pupils) delivered by the year leaders, the highest quality teachers in the school, for either maths (3 mornings – 2¼ hours) or writing (2 afternoons – 2 hours) each week for a half term (6-7 week) block. (Cost derived from hourly rate of UPR 3 - £46 x 5 hours per week x 12 weeks x 4 leaders)</p>	£11,040
<p>Total</p>	£79,619

2.3. How the effect of this expenditure on the educational attainment of those pupils at school will be assessed

Summer School and Year Leader Intervention attendees will be tracked to ascertain attainment over time. Teacher assessment judgements were made at the time of the intervention to decide whether progress had been made during the duration of the sessions. Progress over time will be monitored via the school use of summative data tracking (Accelerated Reader, NFER grammar and punctuation and PUMA standardised scores).



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3. Impact

Summer School 2020

See Quality Assurance Leadership Report – Summer School 2020

Year Leader Interventions Summer Term 2021

Child quotes:

- “I am finding reasoning much easier in class, even though we have not covered it in the sessions.”
- “I have found learning about decimals really useful, I can now do it in class.”
- “I’m not scared to say stuff out loud, it is definitely helping my maths in class, I’m way more confident.”
- “I am better at maths in class, when the teacher tells the class to get on with the work, I get ahead and finish before the timer.”
- “I am making new friends with people who I wouldn’t normally know.”

Parent quotes:

- “He had 1:1 sessions in lockdown, which really helped and now I’m really pleased he is doing this.”
- “He talks about the work he does at home, which is really good.”
- “I received really positive comments from parents’ evening.”
- “Her year 3 teacher is really seeing the difference.”
- “His handwriting has really improved since he started the sessions.”
- “He enjoys the sessions, he didn’t want to do them at first, but now he comes out of school happy.”
- “He is enjoying and benefiting from it.”

Extra Class in Year 3 – Academic Year 2021-22

Year Leader Interventions Autumn Term 2021