

Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2020 - 2021

This funding is for schools to use on specific activities to support their students to catch up on lost teaching and learning over 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 most effective way for their cohort and school 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 into 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](#)

[The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](#)

[EEF support guide](#)

[EEF Teaching and Learning Toolkit](#)

[EEF Assessing and monitoring pupil progress](#)

[EEF Remote Learning Evidence Review](#)

Section 1: Contextual information

| School | Hayle Academy | Total pupil number | 504 | Total catch up funding | £ 40,320 |
|--|---|--|-----|------------------------|----------|
| Identified priorities for catch up (summarised from SDP) | | Reason for selection of priority (summarised from SDP) | | | |
| A | Additional pastoral and wellbeing support to ensure all students are emotionally secure to be able to engage fully in education. | Lockdown has led to a significant proportion of students experiencing increased emotional pressure as a result of reduced contact with peers and adults outside their immediate family. | | | |
| B | Additional pastoral support and intervention to ensure all students re-establish positive and appropriate behaviours (at social times and in lessons) and can successfully manage the school’s adapted routines. | Prolonged absence from school has led to a significant proportion of students, particularly Year 8 boys, finding it more difficult than usual to concentrate in class. The school’s Covid secure routines are challenging for a small minority of students to manage successfully. This includes arrangements for social times as well as adaptations to classroom routines. | | | |
| C | Substantial modification to the academic curriculum including PSHE and RE to ensure learning is carefully sequenced to support identified gaps in learning which arose during lockdown and partial closure and to restore students’ personal development. | Students’ learning is underpinned by effective curriculum planning and the sequencing of learning was significantly adapted in response to the lockdown and over the summer term when the school was partially open. Time in lessons must be sharply focussed on addressing the resultant gaps as this is the primary opportunity for teachers to address misconceptions and gaps in learning. | | | |

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| D | Additional support and intervention to address identified gaps in literacy (especially in reading and vocabulary acquisition in Years 7 and 8) and particularly for disadvantaged students. | The school has identified gaps in literacy for younger and disadvantaged students as a key barrier to learning. These gaps have been exacerbated by the lockdown which disrupted normal school routines around the regularity of reading. As a result, and as a consequence of the disruption to contact with teachers, reinforcement of key vocabulary was not as effective as during normal lessons. These gaps are particularly apparent for some of our disadvantaged students whose families were less well equipped to be able to support their education at home. |
| E | Additional support and intervention to address identified gaps in numeracy (especially in basic number skills in Years 7 and 8) and particularly for disadvantaged students. | The school has identified gaps in numeracy for younger and disadvantaged students as a key barrier to learning. These gaps have been exacerbated by the lockdown which disrupted normal school routines around the regularity of use of mathematical skills and concepts. As a result, and as a consequence of the disruption to contact with teachers, reinforcement of key mathematical knowledge and skills was not as effective as during normal lessons. These gaps are particularly apparent for some of our disadvantaged students whose families were less well equipped to be able to support their education at home. |
| F | Continued development of our remote learning provision to ensure detriment to learning is minimised for any periods of self isolation, particularly for disadvantaged students. Increased pastoral capacity to support high attendance in school whenever possible. | Attendance of disadvantaged students is lower than that of their non-disadvantaged peers. This may be attributable to different evaluation of risk and benefit by some disadvantaged families. Further disruption to learning as a result of periods of self-isolation will compound gaps in progress and therefore minimising this disruption through cohesive and high quality remote learning provision is a priority. Ensuring online access to this provision for all students is essential: a greater proportion of our disadvantaged students lack the required IT facilities at home to ensure they have reliable online access to remote provision. |
| G | Additional support for vulnerable students and those with SEND to ensure they are supported to return/ transition to secondary school, successfully manage adapted school routines and access learning (both in classrooms and via remote learning platforms should self isolation be required). | Vulnerable students and those with SEND require augmented support to mitigate for the impact of lockdown. Adapted school routines are more challenging for our vulnerable students and those with SEND to manage successfully. As a result, we need to increase the capacity of our staff teams to be able to help these students to return successfully to school. As a result of the lockdown, our usual transition programme for students in Year 6 was substantially reduced and therefore we have identified a cohort of students within our current Year 7 group who need ongoing support to transition successfully into school, beyond that which would usually be required. |
| H | Accelerated catch up provision for students in Year 11 to ensure they are able to complete their qualification courses within the available remaining time and to prepare them fully for their GCSE exams and assessments due to take place in May, June and July. | Year 11 students have missed significant time in learning which must be remedied within a reduced period of time, relative to catch up programmes for other year groups. Adaptations to qualifications by the awarding bodies only partly remedy the missed learning time, as does the delay in timing of the exams. Ensuring all Year 11 students are well prepared for their next stage of education and able to achieve their full potential in their assessments and final exams is therefore a key priority. Students are also experiencing a greater amount of uncertainty than is typical for Year 11 and their enhanced academic support is accompanied by an increased need for the school to support their emotional regulation and wellbeing |

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| | | <i>EEF Wider strategies</i> | | | | | |
| Year 8 boys are supported to fully engage with learning. As a result, they receive increasing numbers of merits and the incidence of sanctions reduces over time | Design and resource outdoor learning intervention (JWO) Monitor impact and reallocate according to need (JWO) | EEF - Targeted support | SENCO Monitoring | £4000 | | | |
| Target students are swiftly identified and these students receive effective support to engage fully in lessons and to behave appropriately at social times and in the classroom | Resource – family therapist. (STR) Resource – LSA additional time for mentoring. (JWO) | EEF – targeted support EEF – targeted support | AAHT Monitoring SENCO | (externally funded) £1000 | | | |

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| Priority C | Substantial modification to the academic curriculum including PSHE and RE to ensure learning is carefully sequenced to support identified gaps in learning which arose during lockdown and partial closure and to restore students’ personal development. | | | | | TOTAL COST | £1625 |
| INTENT | IMPLEMENTATION | | | | IMPACT | | |
| Desired outcomes <i>(success criteria)</i> | Action (by whom) | Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i> | Quality assurance of delivery | Cost | Progress Review 1 Date: | Progress Review 2 Date: | Final evaluation <i>(against success criteria)</i> Date: |
| The curriculum is well sequenced in all | Additional training time for departments – focus on recovery curriculum | EEF – Supporting great teaching | | £- | | | |

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| subjects in response to identified gaps in learning | and effective remote learning | | | | | | |
| Curriculum planning in PSHE and RE underpins the schools' work to support the personal development of students | Provision of additional leader time – development and QA of PSHE programme and tutorial provision | EEF – Plan carefully for adopting a SEL curriculum. | | £1625 | | | |

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| Priority D | Additional support and intervention to address identified gaps in literacy (especially in reading and vocabulary acquisition in Years 7 and 8) and particularly for disadvantaged students. | | | | | TOTAL COST | £7375 |
| INTENT | IMPLEMENTATION | | | | IMPACT | | |
| Desired outcomes <i>(success criteria)</i> | Action (by whom) | Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i> | Quality assurance of delivery | Cost | Progress Review 1 Date: | Progress Review 2 Date: | Final evaluation <i>(against success criteria)</i> Date: |
| Target students are swiftly identified and augmented provision is effective in supporting them to catch up and achieve their age related learning goals. | Additional literacy support through increased access to high quality first teaching by subject specialist. Increased provision of small group interventions (resource and staff time) | EEF Supporting great teaching EEF Targeted support | HOF monitoring HOF monitoring | £4375 £3000 | | | |

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| Priority E | Additional support and intervention to address identified gaps in numeracy (especially in basic number skills in Years 7 and 8) and particularly for disadvantaged students. | | | | | TOTAL COST | £6000 |
| INTENT | IMPLEMENTATION | | | | IMPACT | | |

| Desired outcomes <i>(success criteria)</i> | Action (by whom) | Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i> | Quality assurance of delivery | Cost | Progress Review 1 Date: | Progress Review 2 Date: | Final evaluation <i>(against success criteria)</i> Date: |
|--|---|---|-------------------------------|-------|----------------------------|----------------------------|--|
| Target students are swiftly identified and augmented provision is effective in supporting them to catch up and achieve their age related learning goals. | Additional leadership role with mathematics to support numeracy related interventions | EEF – targeted support | | £4000 | | | |
| | Provision of small group interventions (resource and staff time) | EEF – targeted support | | £2000 | | | |

| Priority F | Continued development of our remote learning provision to ensure detriment to learning is minimised for any periods of self isolation, particularly for disadvantaged students. Increased pastoral capacity to support high attendance in school whenever possible. | | | | | | TOTAL COST | Up to £6500 |
|---|---|---|-------------------------------|---------------|----------------------------|----------------------------|--|--------------------|
| INTENT | IMPLEMENTATION | | | | IMPACT | | | |
| Desired outcomes <i>(success criteria)</i> | Action (by whom) | Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i> | Quality assurance of delivery | Cost | Progress Review 1 Date: | Progress Review 2 Date: | Final evaluation <i>(against success criteria)</i> Date: | |
| The impact of any further periods of self isolation has minimal impact on continuity of learning. | Provision of additional targeted online learning platforms – supporting remote learning and catchup outside school hours (BRI) | EEF – wider strategies | HOF monitoring | £4000 | | | | |
| All students are able to access remote provision during self isolation | Provision of IT equipment for students especially disadvantaged students (BRI) | EEF – Targeted support | | £nil to £2500 | | | | |

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| Priority G | Additional support for vulnerable students and those with SEND to ensure they are supported to return/ transition to secondary school, successfully manage adapted school routines and access learning (both in classrooms and via remote learning platforms should self isolation be required). | | | | TOTAL COST | £2125 | |
| INTENT | IMPLEMENTATION | | | | IMPACT | | |
| Desired outcomes <i>(success criteria)</i> | Action (by whom) | Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i> | Quality assurance of delivery | Cost | Progress Review 1 Date: | Progress Review 2 Date: | Final evaluation <i>(against success criteria)</i> Date: |
| Target students in Year 7 are provided with support which is effective in securing their positive transition into school: as evidenced by their progress, attendance and engagement | Vulnerable students in Year 7 are provided with a nurture style provision to support transition and integration (JWO) | EEF – Targeted support | SENCO Monitoring | £1625 | | | |
| Identified vulnerable students including those with SEND have full access to learning as a result of augmented support: as evidenced by their progress, attendance and engagement | If required, provision of additional capacity to support higher levels of need. (JWO) | EEF – Targeted support | SENCO Monitoring | £1500 | | | |

| Priority H | Accelerated catch up provision for students in Year 11 to ensure they are able to complete their qualification courses within the available remaining time and to prepare them fully for their GCSE exams and assessments due to take place in May, June and July. | | | | TOTAL COST | £8750 | |
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| 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: | Progress Review 2 Date: | Final evaluation (against success criteria) Date: |
| Year 10 and 11 students make rapid gains in learning and complete their courses within the available remaining time; support is effective in ensuring their wellbeing and engagement as evidenced by academic progress, high attendance and positive behaviours in lessons and in social time | <p>Additional targeted teaching in English lessons to support development of extended responses in all academic subjects (through provision of additional teaching time)</p> <p>New PP lead to ensure disadvantaged students are positively advantaged by interventions.</p> | <p>EEF – Supporting great teaching</p> <p>EEF – targeted support</p> | <p>HOF</p> <p>HOS / AAHT</p> | <p>£8750</p> <p>£nil</p> | | | |

| OVERVIEW | | | |
|---|-------------------------|----------------------------------|--------------------------------------|
| Covid catch Up Funding PRIORITY | A | Description from strategy | <i>Copy and paste</i> |
| Desired outcome (success criteria) | Action (by whom) | Reason for choice | Quality assurance of delivery |
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| PLANNING | | | |
|---|--|---------------------------------|------------------------|
| Description of individual intervention | Practical arrangements e.g timings, number of sessions, dates | | Staff |
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| Pupil names | Year group | Relevant historical data | Additional info |
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| REVIEW and EVALUATION | | | |
|------------------------------------|---------------------------|---------------------------|---|
| | Review 1 Date: | Review 2 Date: | Final evaluation against desired outcomes (success criteria in overview section) Date: |
| Planned Assessment approach | | | |
| Result | | | |

