



Polehampton C. of E. INFANT SCHOOL - Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's '[School Planning Guide 2020-21](#)', may help schools to develop their plans for the premium. For more details, please refer to our [QA](#) regarding the catch-up premium.

Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections. More information surrounding the catch-up premium can be found [here](#).

This template plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations for schools, including actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Catch-up plan

School name:	Polehampton C. of E. Infant School
Academic year:	2020/21
Total number of pupils on roll:	171
Total catch-up budget:	£13,360
Date of review:	Summer 2021

Teaching and whole-school strategies

[To complete this section, outline which actions you wish to implement to support teaching and whole-school concerns, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Wifi upgrade	Teachers and TAs will be able to teach effectively in school and support remote learning	Whether at home or at school, children will have access to quality first teaching	£2,943	IT technician	Work completed Feb 2021
Total spend:			£2,943		

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchase Speechlink subscription	Support school to identify children with speech and language difficulties to put in individual/group support as appropriate	Early identification of need and early interventions will improve outcomes for children	£425	Interim SENCo	
Purchase speech and language book	To support the work for individuals/groups as identified above	Specific support will improve pronunciation of sounds children are having difficulties with	£39.89	Interim SENCo	
Purchase NFER Assessment books	To support school to assess children and identify areas for intervention	Cohorts will be assessed to identify individuals requiring intervention, and areas of the curriculum which need further focused teaching	£305.00	Head of School Maths Lead	
HLTA English intervention groups	To support individuals/groups with identified gaps/difficulties in early reading & writing skills	Children will make accelerated progress so they achieve ARE	£1,000	Inclusion Lead	

TA Maths intervention groups	To support individuals/groups with identified gaps/difficulties in early maths skills	Children will make accelerated progress so they achieve ARE	£3,500	Inclusion Lead	
Purchase '5 Minute Number Box' and Big Maths intervention scheme and tracking book	Individual maths interventions will be enhanced through use of specific resources.	Children will make accelerated progress so they achieve ARE	£99.95 £65	Head of School	
Employ an ABC to Read volunteer to deliver 1:1 reading intervention	1:1 reading intervention provided for key pupils to accelerate progress.	Children will make accelerated progress in their reading and gain confidence and skill to read independently	£80	Head of School	
Purchase TWS resources to support whole class teaching of writing	Quality first teaching using The Write Stuff model will enthuse and engage writers and accelerate progress.	Children will make accelerated progress so they achieve ARE in writing	£171.85	Head of School/English Lead	
Exercise books for Summer reading packs PM Benchmark literacy assessment Books - The Write Stuff VIPERS	Children will continue to practise their writing skills over the long summer break PM Benchmark assessment to track pupils and provide more detailed analysis of needs. VIPER books used to deliver the VIPERS reading comprehension lessons	Each child will complete a summer journal (writing & drawing) to be shared/celebrated in class in September. Children encourage to write and practise their skills whilst not in school. Indepth analysis of reading achievement and next steps required in order to progress.	£29.96 £325 £70.19 £223.52	Head of School/English Lead	

		Quality reading lessons delivered using the VIPERS approach			
Total spend:			£6335.36		

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, e.g. to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchase 1 interactive whiteboard for class	Teachers are able to deliver excellent lessons to ensure all children make good progress on their return to school	Children are able to access quality first teaching in class	£3,414	IT Technician	
Purchase 3 visualisers	Teachers and TAs use visualisers to support in class and remote learning	Visualisers enable children to develop A4L strategies, observing each other's work or smaller teaching resources	£307.70	IT Technician	

Total spend:			£3,721.70		

Summary report

What is the overall impact of spending?
<p>Children will have access to effective teaching, whether at home or at school.</p> <p>Assessments of additional needs ensure difficulties are identified and acted on promptly.</p> <p>Additional staffing allows for individual/small group work to target specific needs.</p> <p>IT equipment is fit for purpose and enhances teaching and learning.</p>
How will changes be communicated to parents and stakeholders?
<p>This document is available on our website.</p>
Final comments

A broad approach to using this funding has allowed us to respond to needs now and supported our teaching and learning for the future.

Final spend:	£13,000.06 spent £359.94 remaining
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