

DfE COVID Catch-up Premium 2020-21

The government has announced £1 billion of funding to support children and young people to catch up. This 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 lost teaching time.

Your individual school allocation will be shared with you by your Trust Finance Officer but is also available on the leadership area of the portal under Budgets and Grant funding for Trust schools

Schools should use this funding for 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 and have a direct impact on students, 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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

Schools will receive £80 per student paid in instalments each term. However, ***the Trust will underwrite the full allocation up front if S-CAT Academies are able to identify how the money will be spent over the year using the following guidance and template***

Please remember that this funding use and impact must be reported on your Website and to Trustees and Governors.

To ensure that the funding does help close the gap and we can report effectively to Trustees and Governors, we would ask schools to consider the use of a base line and set an achievable target for improvement within their RAP that should allow us to show progress.

The following allocation template is developed from the EEF guidance document and is our recommended approach

The Tiered Approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different challenges created by whole school returns. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning



TCA Action Plan:

Academies will receive a total of £80 multiplied by the number of students registered on the previous Census. Please use the notes section to demonstrate how you intend to show progress and impact.

Teaching

Action	% of total fund spent on this action (if any)	Further Notes
Training for staff – how to use technology for remote learning eg class sites, MS Teams	Nil	Communication to families - staff need to begin 'live' events from 22 October. Trust led training event for all teaching staff - September 2020.
Deliver remote learning based on a rota year group basis BUT prepare for full lockdown - distribution of laptops/ dongles to students and staff	1.4% (£1000) £330 per device x10 £3300= 4.6%	Purchase additional dongles with data for students - further nine required. Four 'in stock' and being used by students. Distribute laptops to 'disadvantaged' students x19 DFE devices (Nov20) plus the x18 received from out Trust (May20) Laptops for staff – ten devices required. All staff able to deliver remote learning to students who are at home (self-isolating)
Employ two Academic Coaches/Mentors – create smaller 'focused' groups to assist with filling in gaps in knowledge	17 weeks at £110 per day - via supply agencies cost will be £28700 = 40.4%	Teach First will 'source' two mentors – two windows for us to have them (18 January then Feb half term). We have asked for Science and Mathematics coaches (NB. National Academic Programme via Teach First will pay for 75% of the cost so there may an opportunity to provide further capacity using this route)
Cost of additional resources/materials for curriculum areas	£7000 = 10%	For curriculum areas due to new Covid timetable. New textbooks, online resources etc

Targeted Academic Support

Action	% of total fund spent on this action (if any)	Further Notes
Baseline assessment for Year 8 not finishing Year 7 – ‘bridging the gaps’.	Nil	Use our existing staff to do remediation/intervention - data from GL assessments will provide us with target cohort. Easter/Summer/Summer School catch up. Approach Dan Donaldson to ask for input - ‘resilience and well-being’ workshops for students
Use of National Tutoring Programme for disadvantaged students (x3) via Tute 20 session package Saturday Morning Sessions – book sessions with Tute and/or our teaching staff Period 6 Study Support students	Nil (NTP funded) £2550 = 3.6% Nil	X3 Y11 students selected. NTP partner selected - Tute. Tuition started week beginning 23.11.20 Ask staff to volunteer - agree pay rates (£25 per hour). Start Saturday morning sessions (six per week) beginning January 2021 for 17 weeks (Tute led or TCA staff). Use these ‘recorded’ lessons in the future as part of revision. Study Support to be started using TCA staff (January 2021)
Purchase GL assessments (full suite of tests for Y7 and 8), 8 and 9 (scaled down)	£3730 = 5.3%	Baseline assessments in place. Attitudes (PASS) of students. Metacognition. Quizzing/Memory – linked to staff training. Identify Year 7 starting points and set targets.

Wider Strategies

Action	% of total fund spent on this action (if any)	Further Notes
Tackling anti-social behaviour	Nil	Increased PSHE time for tutor period – monitor effectiveness via HoY. 'Kickstart' programme to be used to find BMS workers and increase capacity in BMS. Student Voice exercises used to adjust plans e.g. timetables
Increase capacity of Nuture Hub - student well being	£9350 = 13.2%	Employ an additional person to add capacity for KS4 students within the Hub - £110 per day for 17 weeks
EAL provision - purchase Flash Academy	£3500 = 4.9%	L4L teacher to visit SCA asap – work together to implement Flash Academy. Also use it with all Y7/8 students to support MFL delivery
Additional Counselling and well-being sessions	£5070 = 7.1%	Further counselling for students with anxiety and stress – via external service. Resilience and Leadership Workshop – Dan Donaldson (Nil cost)
Staff and Student Well Being - introduce support and advice programmes (SAS)	£6000 = 8.5%	School Advisory Service (SAS) Well Being Package for staff and students - all academies in Trust purchased this

Increase contact with parents via information evenings and/or calls	£800 = 1.1%	Regular communication with families - TEAMS meetings, phone calls Communication with families – increased Edulink usage. Purchase SchoolCloud system for parents' evenings
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