

TLMPS Catch Up Funding

Introduction

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the [curriculum expectations](#) for the next academic year.

This funding will be provided in 3 tranches. The government will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. It will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant 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. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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. (See also EEF – School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Accountability and monitoring as with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding.

TLMPs Overview

Number of pupils – YR to Y6	95
Catch up premium allocation	£7,600

Rationale for the strategy

During the COVID-19 lockdown, school provided daily activities for all children closely linked to their existing class timetable. This included a daily literacy and numeracy task as well as weekly activities for foundation subjects. In addition, children also had access to school web-based resources including Times Table Rockstars and PurpleMash.

Towards the end of the lockdown, school reopened for children in Reception, Year One, Year Five and Year Six. This period of about six weeks ensured that these children completed an effective transition back to school and also developed an understanding of new procedures in place to ensure their safety.

Following the full return of all pupils to school in September 2020, we initially focussed on pastoral support through our ‘Rainbow Curriculum’; establishing routines, boundaries, rules and expectations, while ensuring that the wellbeing and mental health needs of pupils and staff were met and effective. Children returned to their previous classes to allow time to refocus and resettle in familiar surroundings. After autumn half term, all children moved into their new classes/year groups.

Whole School Priorities for 2020-2021

Challenge/ barrier	SIP link	Action	Success criteria	Budget allocation	Actual spend 2020/2021	Impact
1. Overcome barriers to learning that have been created by the lockdown period of COVID-19.	SIP 1	To generate and deliver an appropriate and effective recovery curriculum and provide highly effective SMSC provision embedded within it. Providing intervention for children from a HLTA when a teacher is not available due to teaching commitments. Specific support in Literacy, looking at gaps identified in phonics, spelling, punctuation and grammar 1:1/1:2 support Monday & Tuesday for identified children 454 minutes after school.	To develop new strategies of teaching and learning including particularly, highly effective intervention / blended learning to support all children no matter how they access it.	Sept – July 11 Months From TA £23,345 (with oncosts) HLTA £32,499 = £6,000	£8,391.16 (equiv to 11 months)	Pupils have been baselined following full school reopening in April 2021. This data is being used on a weekly basis to determine pupils that will attend after school catch up booster clubs for Classes 1, 2 and 3 (the focus is on pupils who are currently E1 or E2 in their year group to support them in progressing to be on track to reach end of year expectations). The data is also being used daily in all classes to allocate interventions across the curriculum. See data overview grid for details.

							In summer 2 nd , the focus interventions have been carried with pupils who are currently E2/D1. When completing end of year data, staff are identifying pupils who (with continued catch-up intervention) will continue to make progress and can be categorised as 'on track' at the end of the year (all children at S, plus some identified children at D2). See July data overview grid for details.
2.	Negative impact on the mental health due to social isolation.	SIP 3	To improve mental health and wellbeing for all stakeholders across. To support blended learning and parents through high quality resources.	Number of children/ staff identified reduces, with needs met, following return after National Lockdown summer 2020. Extended to include Lockdown Spring 2021.	Youth MH awareness training £1,500.	£300.00 Yoga Bugs £1,500.00	Teaching staff have a basic understanding of how to support pupil who are experiencing difficulties with mental health. Yoga Bugs used in wellbeing time/PE lessons – visible progress in C2 children's ability to relax during sessions.
3.	Improve oral skills of Reception pupils following period of social isolation and poor oral stimulation.		Nuffield Early Language Intervention Programme. NELI is a 20-week intervention designed to improve the oral language skills of reception-aged pupils. It'll involve individual and small group scripted language teaching sessions delivered by trained school staff (usually teaching assistants). Read these	All staff in EYFS complete training. Number of children meeting ELG increased. Staff confidence improved.	0 100.	0 0 £43.45	4 children have been identified through this programme. One child of which is EAL and they are being supported in improving their range of vocabulary through 1:1 sessions.

			FAQs from the EEF for more information. Resources.				The NELI programme is still ongoing and will run until October half term. So far, the intervention has allowed some small steps of progress in the targeted children but the progress is not in line with the amount of hours needed to deliver the programme.
					Total Allocation	Total spend to date	
				Total 2020-2021 Budget £7,600	£7600	£10,234.61	
				Remaining balance	£0	- £2,634.61	