# **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.

 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](https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium).

Coronavirus (COVID-19) catch-up premium

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus.

The grant will only be available for the 2020-2021 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.

 To support schools to make the best use of the funding, the EEF has published a support guide: <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

A summary of their best practice is as follows:

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| **Overall strategy area** | **Specific strategies** |
| Teaching and whole-school strategies  | Supporting great teaching Pupil assessment and feedback Transition support |
| Targeted approaches | One to one and small group tuition Intervention programmes Extended school time |
| Wider strategies | Supporting parents and carers Access to technology Summer support |

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# **Coronavirus (COVID-19): catch-up funding plan Strategy outline**

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| **School name:** | **Doncaster School for The Deaf**  |
| **Academic year:** | **2020-2021** |
| **Total number of pupils on roll:** | **29** |
| **Total catch-up budget:** | **£2040**  | **First installment:** |  | **Second installment:** |  | **Third installment:** |  |
| **Date of review:** | **July 2021** |

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| Strategy Area  | **Action**  | **EEF support guide**  | **Cost**  | **Intended impact** |
| Teaching and whole-school strategies | Welcome video for new pupils made by staff  | Transition support :All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. | £na | Supporting transition of new pupils before arrival  |
| Baselining and assessment – all pupils baseline  | Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.  | £na | To make good progress towards targets and these are met.  |
| Targeted support  | Additional tuition , particularly towards exams Year 10 and year 11 after school tuition by teachers Photography GCSE catch up Reading – phonics intervention for targeted pupils by STA but monitored by lead teacher After school and in school STAs training by lead teacher ,  | There is extensive evidence supporting the impact of highquality one to one and small group tuition as a catch-up strategy.Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. | £900 | To make good progress towards GCSE / other qualifications – evidence exam results  |
| Wider strategies | Providing laptops for some pupils in the case of isolation Available on short term loan to support home learning. For additional use in school otherwise | As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. | £1000 | For pupils without aces to technology to continue to learn at home , accessing zoom lessons and speech therapy  |
| Providing additional pastoral support to families, Additional pastoral support to families and pupils Wellbeing activities such as yoga  | Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.. | £300 | Wellbeing , family support addressed at early stages * The mental health needs of pupils are met and supported by the school.
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