

Catch up funding

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, 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

To support schools to implement their catch-up plans effectively, [EEF has published the school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

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. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

All Faiths and all schools across the UK, are able 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. We have the flexibility to spend our funding in the best way for our children and their specific needs.

At All Faiths Children's Academy, we have considered the areas that would most benefit from our allocated additional funding.

Academic year 2020/2021 All faiths allocation £14, 265 - Total spend so far Total spend so far £3,901.09

We have used the EEF (Education Endowment Funding) recommendations to help us shape our way forward.

Small group tuition was due to begin on return to school in January but had to be postponed. It will begin when the whole school returns.

As well as the initiatives detailed in the catch-up document set out below, we are;

- Supporting great teaching using a different approach to planning, using different resources in identified curriculum areas.
- Supporting Year 6 children to transition to their Secondary schools.
- Supporting parents and carers so that children have a greater opportunity to access learning at home. They will not always need to support their children which will give them greater independence and increase their knowledge for future digital learning.

Catch Up Funding - All Faiths Children's Academy Plans

Education Endowment Fund suggestions	Identified priorities
1. Supporting great teaching	Cover for AST coaching sessions, peer coaching, full coaching training. Observations
2. Transition support	Supporting all year groups to transition to the next year. Year 7 coaching/mentoring for Year 6.
3. Pupil assessment and feedback	Improving quality of assessment through pupil tracking and pupil progress meetings.
4. One to one and small group tuition	TAs/CTs before school/after school /rota of removal from foundation subjects
5. Intervention programmes	KS1 Number bond/Times table resource. Targeted therapies through Pixl, TA overtime, ELT release time
6. Extended school time	Saturday Mornings School
7. Supporting parents and carers	Increase parent/carer role in and understanding of maths and English through Seesaw explanations/Modelling recordings of Key concepts.
8. Access to technology	Utilising devices in classrooms. Online maths English – Oak Academy. Catch up Literacy/Numeracy
9. Summer support	Summer School Seesaw programme of catch up preloaded.
10. Other	Supporting Year 6 children to transition to their Secondary schools.

Key priorities based on the above principles

Identified priority	Planned activity	Cost	Review date-W/b 8 th Feb 2020	Review date-W/b 24 th May 2020
No 1.	Purchase 3 -yr. subscription for 'Walkthrus' teaching resources written by Tom Sheringham and Oliver Cavigloli	£592 as part of Strood Hub cost.	CPD began in Term 2 and concepts were shared between Thinking Teams. Action Plans were drafted ready to plan into	

	To deliver bespoke CPD for whole school and individuals teachers/TAs where needed based on individual needs.		teaching and learning for Term 3. Ideas and concepts utilised as much as possible and adapted for Remote learning.	
No 2.	https://www.nessy.com/uk/product/nessy-reading-spelling/ Nessy programs are designed to help students of all abilities learn to read, write, spell and type, especially those that learn differently, including Mainstream; EAL SEND...	£10 per pupil/£200 as part of Strood Hub cost	Not had the opportunity to begin yet-begin in Term 4	
No 3.	KS1 Number bond/Times table resource. TAs/CTs before school/after school rota of removal from foundation subjects in school/TA overtime	£276 TAs overtime as and when needed.	Ready to be used as a classroom base resource when all children return to school Some TA work on 1-1- tuition had been made available but not fully viable until children return to school.	
No 4.	Saturday School, English/ Maths Year 5	2x Teacher + 2xTAs for 3 hours. 6x £230 £ 1,380.00	Will now need to start in Term 5.	
End of Year review/ data-				

Other costs for funding that complement the above planned activities.

Maths subscriptions for Web based training - ten users £99

TA x 2 overtime/release time to support interventions, five hours per week. £45

Books for interventions/revision £160

Maths manipulatives resources £500

Dynamo Maths Programme (10 children) for mainstream £489