



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. The Education Endowment Foundation has released its [School Planning Guide 2020-21](#), which schools can use to develop their plans for the premium.

This 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 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:	Thorntree Academy
Academic year:	2020/21
Total number of pupils on roll:	256 (Reception – Year 6)
Total catch-up budget:	£19,760.00
Date of review:	July 2021

Whole school support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To successfully implement Thrive approaches to address the social and emotional needs of our children, enabling them to become more emotionally resilient learners.	Staff using the Thrive approach will feel better equipped to manage behaviour and better able to support our most vulnerable children.	<p>Thrive will help to develop resilience in our children.</p> <p>Thrive will close the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.</p>	£670	Emma McDonagh (SENDCo) who will utilise the Thrive-Online assessment and progress review tool to evidence progress for individuals, groups or a class.	Thrive has provided effective tools and strategies to promote mental wellbeing and emotional resilience, helping children to overcome barriers to learning and to adjust to the return of classroom-based learning.
Total spend:			£670		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Contribute towards additional staffing in the EYFS	To implement a school readiness strategy to mitigate the impact of limited time in nursery as a result of national lockdown, accelerating	<p>To improve children's:</p> <ul style="list-style-type: none"> Communication and language skills, specifically those of 'Listening and Attention' & 'Speaking' 	£8 943	Nerys Thornton (DHT)	<p>Report from the Sutton Trust in July 2020 noted:</p> <p>'a particularly negative impact on their child's social and emotional development and wellbeing..... Some providers have indicated impacts on physical development for those from deprived homes in</p>

	progress towards the Early Learning Goals.	<ul style="list-style-type: none"> • Personal, social and emotional development particularly 'Managing feelings and behaviour' and 'Making relationships'. • Physical development, specifically the area of 'Moving and Handling'. 			particular. Losing access to high quality early education is likely to have serious effects on all children, but particularly those from disadvantaged backgrounds, widening already existing school readiness gaps'
Implement Early Years Together	Danielle Morris to deliver the Early Words together programme one morning per week to help parents to support their child's language development and literacy.	<p>Parents and carers have the confidence to support their children's communication, language and literacy skills at home.</p> <p>Increase children's language development.</p> <p>Improve parental engagement with school.</p>	£1 079	Danielle Morris (Assistant Parent Support Advisor)	National Literacy Trust's Early Words Together is an early years parent and child engagement programme that encourages parents to adopt activities that have been shown to improve the HLE. It is particularly successful in recruiting at risk families, including those from disadvantaged backgrounds, and has been shown to impact on children's language and literacy skills.
Nuffield Early Language Intervention	The 20 week NELI programme aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy.	The children identified to participate in NELI will make sustainable progress in oral language skills (expectation they will make the equivalent of 3+ months progress on average)	£608	Gabrielle Knowles & Nerys Thornton (DHT)	NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.

<p>Teach First Academic Mentor</p>	<p>The gap between disadvantaged and non-disadvantaged children has widened as a result of the first lockdown in March 2020 due to disadvantaged children being less likely to access the support they needed to learn. This is particularly evident in the acquisition of basic mathematical concepts. The deployment of an academic mentor will provide targeted support where needed, giving children the opportunity to learn new skills and make accelerated progress.</p>	<p>The academic mentor will provide high quality 1:1 support where needed, resulting in raising the attainment of disadvantaged children.</p>	<p>£2 500</p>	<p>Mike Foster (AHT/Mathematics Lead)</p>	<p>Part of the National Tutoring Programme, a government-funded, sector-led initiative to help address the impact of COVID-19 school closures for the 2020/21 academic year.</p> <p>Miss Ainsley will start at Thorntree Academy on 22nd February 2021 supporting identified children in mathematics.</p>
<p>Testbase</p>	<p>Use Testbase to prepare teaching, learning and assessment resources for learning in school and at home.</p>	<p>Children will have access to resources which support their individual learning needs.</p>	<p>£260</p>	<p>Mike Foster (AHT/Mathematics Lead) Kate Everett (English Lead)</p>	
<p>Third Space Learning</p>	<p>Targeted support for individual children to accelerate their progress in mathematics.</p>	<p>Attainment will be raised in mathematics, both at an individual level and within upper Key Stage 2.</p>	<p>£5 070</p>	<p>Mike Foster (AHT/Mathematics Lead)</p>	<p>With Third Space Learning children are encouraged to explain their thinking and justify their answers, helping to boost key skills. They aren't just focused on finding the right answer; they're working with their tutors to explore the maths behind each question, choose the appropriate strategy and verbalise the steps they're taking to answer it.</p>

					This has a significant impact on pupils' verbal fluency, reasoning and problem-solving skills.
Total spend:				£18 460	

Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchase 'Hooks into Books' from Seven Stories	To re-engage children with reading for pleasure.	Children are enthused to read for pleasure. They are keen to engage with the wide range of reading activities available through school and eagerly discuss what they have read, expressing their views on what they enjoy, and would like to read in the future. This in turn extends their knowledge and their vocabulary.	£630	Kate Everett (English Lead)	<p>Hooks into Books - Exciting and engaging books chosen for their potential to help you have some fun, play with language, illustrate, act out, investigate and create! Hooks into Books is a great focus for your Reading for Pleasure strategy, and can be used to raise the status of books and reading across your school or setting.</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences. Other benefits include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p>
Total spend:			£630		

Overall Expenditure:		£19 760
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Summary report

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Final comments

Final spend: £