This funding is for schools to use on 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support). 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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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.

With our catch-up funding we have chosen to support pupils with the purchase of one-to-one devices. We feel that this would give our children an advantage in the short and long term and enable them to catch-up on lost learning and then keep-up. The purchase of ICT equipment opens up a world of possibilities for our children if used and implemented effectively.

Useful links

[Gov guidance Catch up premium](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium)

[The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

[EEF support guide](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)

[EEF Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)

[EEF Assessing and monitoring pupil progress](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/)

[EEF Remote Learning Evidence Review](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

Section 1: Contextual information

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| School | St Buryan Academy | Total pupil number | 73 | Total catch up funding | £ 5840 |
| Identified priorities for catch up (summarised from SDP) | | | Reason for selection of priority (summarised from SDP) | | |
| Priority A | To fully implement a rich and balanced curriculum that all children can access | | Strengthening of whole school curriculum and to increase consistency and progression throughout year groups and key stages | | |
| Priority B | To promote mathematical inquiry, raising attainment and progress across the school; particularly in Key Stage 2 | | Addressing and improving of low maths attainment and progress in Key Stage 2, to bring at least in line with NA | | |
| Priority C | To develop passionate and enthusiastic readers, leading to higher attainment in both reading and writing | | To raise attainment in end of Key Stage 2 writing and bridge the gap between genders in writing. To sustain and build on our reading attainment and provide more opportunities for greater depth writing | | |
| Priority D | To encourage and facilitate self-motivated learners through the promotion of growth mind-set and positive well-being; equipping children with the tools (including ICT) to accelerate their own learning | | To allow our children to realise their potential and allow them to create high aspirations, giving them the opportunity to achieve these through various learning opportunities and resources | | |

**Section 2: Detailed planning, review and evaluation**

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| PRIORITY A : To fully implement a rich and balanced curriculum that all children can access TOTAL COST: £5840 | | | | | | | |
| INTENT | IMPLEMENTATION | | | | IMPACT | | |
| Desired outcomes (success criteria) | Action (by whom) | Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies | Quality Assurance of delivery | Cost | Progress Review 1  Date: Feb Half Term 2021 | Progress review 2  Date: End of Spring Term 2021 | Final evaluation against success criteria  Date: End of Summer Term 2021 |
| One-to one devices give access to a broader and fuller curriculum for all children, especially those within Key Stage 2 | JM, LR, EW, LK | Investment in devices for all Key Stage 2 pupils – Google Chromebooks meaning that in school the children can access all areas of the curriculum at a pace and learning style that suits their needs. In the event of isolation or bubble closure, children have access to the necessary resources. | Children in Key Stage 2 increase their engagement within the curriculum and the devices allow them to become more independent learners and ensure that the curriculum is covered in greater depth and quality. | £5840 | As of 18/1/21 devices have not arrived due to the latest Lockdown measures. Because of the partial school closures during this time, the impact of the devices when they do arrive will be limited. |  |  |

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| PRIORITY B : To promote mathematical inquiry, raising attainment and progress across the school; particularly in Key Stage 2 TOTAL COST: £5840 | | | | | | | |
| INTENT | IMPLEMENTATION | | | | IMPACT | | |
| Desired outcomes (success criteria) | Action (by whom) | Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies | Quality Assurance of delivery | Cost | Progress Review 1  Date: Feb Half Term 2021 | Progress review 2  Date: End of Spring Term 2021 | Final evaluation against success criteria  Date: End of Summer Term 2021 |
| The purchase of devices allow children to access extra support and challenge within mathematics and help them to develop problem solving skills. | JM,LK | To upgrade our ICT equipment and give the children of St Buryan the same, if not greater, tools for success as children in other schools. Devices will support interventions and opportunities for children to catch-up. | Interventions targeted at those with learning gaps following lockdown will be set-up and supported. The use of devices will enhance engagement, especially from more reluctant learners. | £5840 | As of 18/1/21 devices have not arrived due to the latest Lockdown measures. Because of the partial school closures during this time, the impact of the devices when they do arrive will be limited. |  |  |

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| PRIORITY C: To develop passionate and enthusiastic readers, leading to higher attainment in both reading and writing TOTAL COST: £5840 | | | | | | | |
| INTENT | IMPLEMENTATION | | | | IMPACT | | |
| Desired outcomes (success criteria) | Action (by whom) | Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies | Quality Assurance of delivery | Cost | Progress Review 1  Date: Feb Half Term 2021 | Progress review 2  Date: End of Spring Term 2021 | Final evaluation against success criteria  Date: End of Summer Term 2021 |
| For all children to have access to a wider range of texts that challenge and engage as well as having a tool available to them that can support and develop writing skills. | NC,LR,JM | Individual devices allow children to develop their reading comprehension skills due to having access to a wider range of texts and tools that books cannot always offer. Children’s writing improves because there is more opportunities for texts to inspire them and the fact that the devices provide various ways of presenting and supporting writing. | -Reading engagement and comprehension skills increase  -Writing standard is brought in line with National Average and provides more opportunity for Greater Depth writers. | £5840 | As of 18/1/21 devices have not arrived due to the latest Lockdown measures. Because of the partial school closures during this time, the impact of the devices when they do arrive will be limited. |  |  |
| Children have access to wider interventions which may support their needs to a greater level. | NC, LR, JM | The interventions support teaching and give opportunities for more targeted, individualised support for children. | Reading comprehension skills develop and are evident in Whole Class Guided Reading sessions and end of term assessments. | £5840 |  |  |  |

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| PRIORITY D : To encourage and facilitate self-motivated learners through the promotion of growth mind-set and positive well-being; equipping children with the tools (including ICT) to accelerate their own learning TOTAL COST: £5840 | | | | | | | |
| INTENT | IMPLEMENTATION | | | | IMPACT | | |
| Desired outcomes (success criteria) | Action (by whom) | Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies | Quality Assurance of delivery | Cost | Progress Review 1  Date: Feb Half Term 2021 | Progress review 2  Date: End of Spring Term 2021 | Final evaluation against success criteria  Date: End of Summer Term 2021 |
| Children are equipped with the skill-set to follow their own lines of enquiry and become confident, independent learners. | Teachers | To support great teaching within the school and to allow children access to ways of presenting, personalising and acquiring knowledge and learning in ways they did not have before. | Children’s thirst for knowledge increases, their computing skills prepare them for the wider world. | £5840 | As of 18/1/21 devices have not arrived due to the latest Lockdown measures. Because of the partial school closures during this time, the impact of the devices when they do arrive will be limited. |  |  |
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