

## UNIVERSAL CATCH-UP PREMIUM 2020-2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

At the Bridges Federation, we know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. 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.

School	ROBERT BROWNING		SNOWFIELDS		TOWER BRIDGE	
Allocated Funding	£17,520		£15,280		£14,400	
Actual Expected funding	£15,040		£15,440		£14,080	
Plans	Planned Strategy	How Impact will be measured	Planned Strategy and Costing	How Impact will be measured	Planned Strategy and Costing	How Impact will be measured
Strategies and Impact	1-1 Tuition for identified Year 6 and Year 5 Pupils with Action Tutoring. Part funded by DFE-funding for supervision.	Baseline assessment at start of project. Assessments at the end of the project.	NELI programme- Early Years Language programme- funded by DFE, cost for staff CPD.	Baseline assessment on ipads, intervention programme and assessment on ipads to measure impact.	NELI programme- Early Years Language programme- funded by DFE, cost for staff CPD.	Baseline assessment on ipads, intervention programme and assessment on ipads to measure impact.
	Additional support and mentoring for staff- to focus on planning for the catch up curriculum.	Improved teaching and learning - teacher observations.	Additional support and mentoring for staff- to focus on planning for the catch up curriculum.	Improved teaching and learning - teacher observations.	Additional support and mentoring for staff- to focus on planning for the catch up curriculum.	Improved teaching and learning - teacher observations.
	INSET and CPD to focus on supporting Mental Health and Wellbeing	PSHE questionnaires/ observations	INSET and CPD to focus on supporting Mental Health and Wellbeing	PSHE questionnaires/ observations	INSET and CPD to focus on supporting Mental Health and Wellbeing	PSHE questionnaires/ observations
	Additional assessments to take place in	Improved test scores over time	Additional assessments to take place in	Improved test scores over time	Additional assessments to take place in	Improved test scores over time

September to identify gaps. (Test papers)		September to identify gaps. (Test papers)		September to identify gaps. (Test papers)	
Transition support: <ul style="list-style-type: none"> <li>• EYFS sessions to enrol children and support joining new classes</li> <li>• Wellbeing focus for all children changing class and returning to school</li> </ul> CPD costs.	On entry assessments for EYFS- focus on PSED  Questionnaires- children Y1-6	Transition support: <ul style="list-style-type: none"> <li>• EYFS sessions to enrol children and support joining new classes</li> <li>• Wellbeing focus for all children changing class and returning to school</li> </ul> CPD costs.	On entry assessments for EYFS- focus on PSED  Questionnaires- children Y1-6	Transition support: <ul style="list-style-type: none"> <li>• EYFS sessions to enrol children and support joining new classes</li> <li>• Wellbeing focus for all children changing class and returning to school</li> </ul> CPD costs.	On entry assessments for EYFS- focus on PSED  Questionnaires- children Y1-6
CPD to support staff in providing catch up support: Maths (White Rose) SALT (Evelina CPD)	Termly tracking assessments	CPD to support staff in providing catch up support: Maths (White Rose) SALT (Evelina CPD)	Termly tracking assessments	CPD to support staff in providing catch up support: Maths (White Rose) SALT (Evelina CPD)	Termly tracking assessments
Intervention groups: short term focussed catch up for identified children carried out by Teaching Assistants	Children's work Termly tracking assessments	Intervention groups: short term focussed catch up for identified children carried out by Teaching Assistants	Children's work Termly tracking assessments	Intervention groups: short term focussed catch up for identified children carried out by Teaching Assistants	Children's work Termly tracking assessments
Before school Booster Sessions for Year 6- target identified children	Ongoing test and assessment outcomes	Before school Booster Sessions for Year 6- target identified children	Ongoing test and assessment outcomes	Before school Booster Sessions for Year 6- target identified children	Ongoing test and assessment outcomes
Support for parents and carers- provide booklets with suitable content for identified children	Parent feedback- questionnaires	Support for parents and carers- provide booklets with suitable content for identified children	Parent feedback- questionnaires	Support for parents and carers- provide booklets with suitable content for identified children	Parent feedback- questionnaires
Purchase technology to support remote enrichment activities: headphones.	Children feedback	Additional support sought from outside agencies e.g. CWP and the Candle Project.	Support in place, children have reduced anxiety.	Additional support sought from outside agencies e.g. CWP and the Candle Project.	Support in place, children have reduced anxiety.
Provide suitable technology to identified children in the event of school absence.	Children accessing the work online.	Provide suitable technology to identified children in the event of school absence.	Children accessing the work online.	Provide suitable technology to identified children in the event of school absence.	Children accessing the work online.

