The coronavirus (COVID-19) pandemic has had a serious impact on the education across the country. Here at Beck we started to see impact of this from February 2020 when some parents began to keep children off school due to fears of the pandemic or because they were displaying symptoms and needed to isolate. From March to late June 2020 the national lockdown meant that school was shut to all but a small percentage of key worker children and vulnerable pupils with the majority of children learning from home. When wider opening began towards the end of the 2020 academic year only a small percentage of year groups returned and then, less than 50% of children returned to school. This has had a significant impact on the education of the children at Beck, although we have found the extent of this impact varies from case to case.

To help schools narrow the gap that opened over lockdown the government has provided schools with 'catch up' funding to help schools recover from the time lost. Department for Education guidance states that:

> ***"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." (DfE guidance document, July 2020)***

At Beck we implemented a 'recovery' curriculum from September to support children to catch-up alongside a range of support for teaching, targeted academic support and wider strategies to achieve this. We are very aware that lockdown has potentially widened the disadvantage gap for those children in receipt of Pupil Premium and our plan for the use of Catch-up funding, whilst designed to support all children, also fits within our wider plan for the use of Pupil Premium funding.

This 'Catch-up' plan aims to set out how we plan to use our allocated catch up funding over the academic year 2020-21. In planning for the use of this funding we have referred to the Education Endowment Fund (EEF guidance for schools). In our tiered approach we have focussed the use of 'Catch-up funding' around the Targeted academic support, specifically in English and maths.

Catch up funding allocation 2020-21 = £50,360

Rationale

Our rationale for the use of 'catch-up funding' is to support those children that had been 'on track' in English and maths prior to lockdown but that have now fallen behind to rapidly get back on track. To do this we have adopted an approach of intense targeted academic support for year group cohorts where there are the highest number of potentially 'on track' children have fallen behind. We have used the vast majority of catch up funding to employ two 0.6 teachers on to work with small groups to work on target areas in maths and English. Our intention is that with a short period of intense additional teacher support within a year group, the majority of the class will then be able to access whole class teaching at the curriculum expectations for their age. Additional support for SEN or disadvantaged children and those at risk of making slower progress can then be used as previously and the targeted support can be used in another year group.

To allow us to accurately assess where the children were on returning to school, we conducted informal assessment in maths and English in September. Comparing these on-entry assessments with the prior assessment from March pre-lockdown allowed us to establish where the targeted support should first be directed. We identified the year group and subjects where the numbers of children who had been 'on track' prior to lockdown had decreased following Lockdown.

Our assessments identified the following initial areas of focus for targeted support:

- Writing is an area across school where there is a greatest discrepancy between the assessments prior to and post lockdown.
- Writing in Y2 and Y4 has been particularly negatively impacted with Y2 showing the lowest percentage of children who have maintained their March level.
- Generally speaking the lower down school, the more children appear to have been negatively impacted by lockdown.
- Maths in Y1 and Y4 also show the least amount of children who maintained their March level.

Shows number and percentage of children on track at the end of Easter who have maintained this in on entry data.

Year	# Chn	Reading		Writing		Maths	
1*	87	17	20%	11	13%	10	11%
2	89	20	22%	8	9%	18	20%
3	88	34	39%	21	24%	35	40%
4	88	13	15%	7	8%	11	13%
5	89	29	33%	33	37%	40	45%
6	87	34	39%	30	34%	31	36%
Y1/6	528	147	28%	110	21%	145	27%

This information has been used to plan for the use of the targeted academic support. The additional English teacher will work initially in Y2 and the additional Maths teacher initially in Y1. They will work with the year group teaching team to initially make focussed assessment and identify which children to work with on which objectives. They will then support the whole class teaching with small group sessions on specific areas of the curriculum over a half term period. Our aim is that by the end of the half term, those children who had been 'on track' will have caught back up. We will at this point conduct further assessments to evaluate this.

Strategy for 2020-2021
Expected income = £50,360

% eligible for PP = 55%

Intended outcome	Barrier to Educational Achievement	PP Funded Initiative	Cost	How Impact Will be Measured
English catch up Children who have fallen back from their March level in English to make accelerated progress to rapidly return to the expected standard for their year group.	Lost in-school learning time due to COVID-19 has meant that children have fallen behind.	Experienced teacher on a 0.6 contract to take small groups to close the gap in English. Post lockdown assessment data, information from class teachers and catch up teacher's own assessments will be used to identify areas of weakness and plan to address these accordingly. Initially each group will be taken for half a term before re-assessment. Then work will either continue with the cohort or a new cohort chosen based on the current data.	£25,000	Post lockdown assessment data will be compared to teacher assessments after the period of catch up work. Catch up teacher's own assessment will also be used to measure progress.

Children who have fallen back from their March level in maths to make accelerated progress to return to the expected standard for their year group.	Lost in-school learning time due to COVID-19 has meant that children have fallen behind.	Experienced teacher on a 0.6 contract to take small groups to close the gap in maths. Post lockdown assessment data, information from class teachers and catch up teacher's own assessments will be used to identify areas of weakness and plan to address these accordingly. Initially each group will be taken for half a term before re-assessment. Then work will either continue with the cohort or a new cohort chosen based on the current data.	£25,000	Post lockdown assessment data will be compared to teacher assessments after the period of catch up work. Catch up teacher's own assessment will also be used to measure progress.
For leaders and teachers to be able accurately assess the impact of lockdown.	Lost in-school learning time due to COVID-19 has meant that children have fallen behind and their current data is not accurate. Therefore teachers can not accurately plan to meet the needs of the children.	Utilise custom features on the tracker+ programme to allow us to analyse data to establish where the most learning has been lost over lockdown.	£360	Data is used by leadership and catch-up teachers to help target teaching. If data is used well the right children will be targeted. The success of this will be measured through progress made by the groups.

Evaluation

Half term	Year group	Subject	Lost at least 1 terms progress over lockdown	% Regressed over lockdown	% YG on track before targeted support	% made accelerated progress (+2 steps) after targeted supported	% made accelerated progress (whole YG)	% YG on track after targeted support
Autumn 2	Y1	Maths	100%	28%	0%	32%	22%	3%
	Y2	English - writing	100%	74%	0%	30%	26%	26%
Spring 1	Y6	Focussed tutoring for pupils disengaged with remote learning	100%	17%				
	Y1	Maths additional support for those children in school and remote learning	100%	28%				
Spring 2	Y3	Maths (4 weeks)	100%	42%				
	Y2	English	100%	48%				
Summer 1	Y6	English	100%	75%				
	Y3	Maths	100%	42%				
	Y4	English (Teacher-led intervention)	100%	45%				
Summer 2	Y5	Maths	100%	28%				
	Y5	English	100%	36%				
	Y4	Maths (Teacher-led intervention)	100%	60%				