

## **SCHOOL PLANNING 2020-21 AND CATCH-UP PREMIUM**

### **School Planning 2020-21**

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produced two help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/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)

and;

“Covid-19 support guide for schools”

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

These documents suggest schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020 & January-March 2021).

This, aforementioned, tiered approach describes 3 tiers and the areas of provision within the tiers which they suggest schools should be focussed on to have the greatest impact this year.

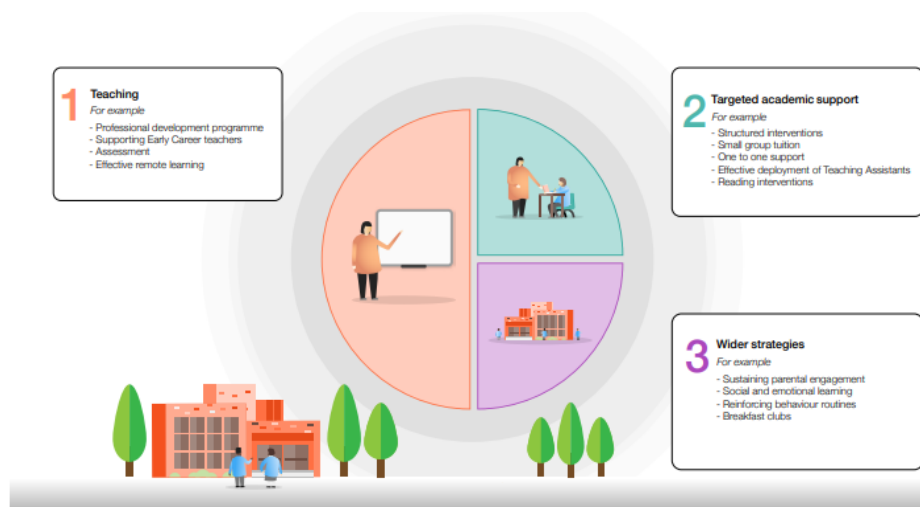
*(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)*

Tier 1 – *Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and whole school strategies (supporting great teaching, pupil assessment and feedback and transition support).*

Tier 2 – *Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (one to one and small group tuition, intervention programmes and extended school time).*

Tier 3 – *Wider strategies (supporting pupils' social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successful implementation in challenging times). Wider strategies (supporting parent and carers, access to technology and summer support).*

It is suggested that a school's focus should also be split  $\frac{1}{2}$  on Tier 1 and a  $\frac{1}{4}$  on Tier 2 and a  $\frac{1}{4}$  on Tier 3, please see the diagram below:



### **Catch-Up Premium**

The Government has allocated funding to each school to support “Catch-up”:  
<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

This DfE guidance states:

*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](#).*

### **Catch-up Premium For Burbage C of E Infant School**

Our school has been allocated a total of £20,640 for this academic year, £5,160 so far paid within this financial year.

The DfE guidance on catch-up premium references the two school planning documents, so we as a school have decided to use the tiers to support our decision-making with respect to how we spend our catch-up premium. The decisions are also guided by the school's vision and our determination to ensure all our children “catch-up” and we do not allow this pandemic to affect adversely any of our children's academic or emotion development.

The steps so far:

1. Purchase of additional online resources to support learning at home, eg. EBooks & Spelling Shed
2. Set up of Microsoft Teams to support remote learning- training & staff meeting time
3. Sustain, and in some cases increase, staffing levels in classes
4. Prioritise teachers' PPA time to ensure additional planning for gaps
5. Facilitate additional time for moderation and identification of gaps
6. Plan and deliver intervention groups within class bubbles
7. Additional teacher led reading intervention in Year 1

The diagram on the following page details the additional provision we will be putting in place, which will be funded by our “Catch-up Premium.”

Allocation of CATCH-UP PREMIUM at Burbage C of E Infant School to ensure

... pupils **catch up** for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

