



Drapers' Brookside  
Infant & Junior School

### Use of COVID-19 Catch-up Funding

The government are providing a 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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the government have launched the National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

#### Our Funding Allocation

Government Allocation:	£33,000.40	Based on £80 per pupil. This figure will change in line with Census data, paid in instalments
MAT Central Fund Allocation:	£20,000.00	Additional funding allocated from the block grant to support pupil catch-up
<b>TOTAL:</b>	<b>£53,000.40</b>	

EEF Recommended Strategy	EEF Rationale	Specific Implementation at Drapers' Brookside	Expected Impact	Cost
Graduate Mentoring Scheme	<i>'in order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'</i>	Employ three Graduate Mentors to teach small group interventions to consolidate class learning	Targeted interventions result in PPG and disadvantaged pupils making sustained and rapid progress	(3 x £5,908) <b>£17,724</b>
Intervention programmes	<i>'there is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy'</i>	Additional Teaching Assistant in EYFS to release the Thrive Practitioner and Speech and Language/NELI T.A. to deliver interventions	Gaps in speech and language and social and emotional skills identified and addressed, removing barriers to learning and increasing access to quality first teaching	<b>£18,750</b>
One to one and small group tuition	<i>'given the loss of routine, along with the potential for adverse experiences during partial school closures, attention on supporting pupils' social, emotional and behavioural needs is likely to prove an effective strategy to support learning'</i>	Part fund an HLTA role to release Class Teachers to deliver 1:1	Gaps in learning and misconceptions are picked up quickly by class teachers and 1:1 quality feedback and intervention provided to address identified weaknesses	<b>£7,250</b>
One to one and small group mentoring and intervention		Part fund a Sports Coach for 1:1 mentoring, reading intervention and team building sessions for target disadvantaged boys	Disaffected boys engaged in team sports/games and displaying improved attitudes towards school, learning and their peers	<b>£7,250</b>
			<b>Contingency</b>	<b>£1,026.40</b>

