**Coronavirus (COVID-19) catch-up premium**

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools have been asked to use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the Education Endowment Fund (EEF) has published a support guide:

<https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/>

A summary of their best practice is as follows:

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| **Overall strategy area** | **Specific strategies** |
| Teaching and whole-school strategies | *Supporting great teaching*  *Pupil assessment and feedback*  *Transition support* |
| Targeted approaches | *One to one and small group tuition*  *Intervention programmes*  *Extended school time* |
| Wider strategies | *Supporting parents and carers*  *Access to technology*  *Summer support* |

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this catch-up premium will be reviewed regularly throughout the 2020-2021 academic year. When Ofsted, re-commence routine inspections, they may make judgements about the quality of education being provided which will include how we are using the funding to ensure the curriculum has a positive impact on all pupils.

**Coronavirus (COVID-19) catch-up premium strategy outline**

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| **ACADEMY NAME** | Crompton House Church of England School |
| **PRINCIPAL/HEADTEACHER** | Karl Newell |
| **AMOUNT OF COVID-19 CATCH-UP PREMIUM** | £108,200 |

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| **Strategy Area** | **Specific strategy** | **Success criteria** | **COST** | **Impact** |
| Teaching and whole school strategies  Targeted approaches | Learning mentor in English | Improved progress and attainment for targeted students | £16,000 |  |
| Teaching and whole school strategies  Targeted approaches | Learning mentor in Maths | Improved progress and attainment for targeted students | £16,000 |  |
| Targeted approaches | Saturday morning sessions for English, Maths and Science | Improved progress and attainment for targeted students | £665 |  |
| Targeted approaches | Saturday Non exam assessment (NEA catch-up) | Improved progress and attainment for targeted students and subjects | £1728 |  |
| Teaching and whole school strategies | Maths ‘Pinpoint’ learning | Precise teacher feedback evidenced | £400 |  |

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| **Strategy Area** | **Specific strategy** | **Success criteria** | **COST** | **Impact** |
| Teaching | Targeted department sourced resources | Resources embedded in department planning | £8000 |  |
| Wider strategies | Access to technology – Laptops for English and Maths | Regular use of laptops evidenced on booking sheets | £25,147 |  |
| Teaching | Kerboodle | Evidenced in schemes of work and lessons | £2000 |  |
| Teaching | Doddle | Evidenced in schemes of work and lessons | £2900 |  |
| Teaching and whole school strategies | Year 7 access classes including Lexia reading programme | Progress and attainment for access cohort. | £18,200 |  |

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| **Strategy Area** | **Specific strategy** | **Success criteria** | **COST** | **Impact** |
| Yet to be allocated |  |  | £17,160 |  |
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| **Strategy Area** | **Specific strategy** | **Success criteria** | **COST** | **Impact** |
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