

Planned COVID Catch-up Spending 2020 - 2021



Provisional Allocation: £20,400

Please read in conjunction with:
[Covid-19 support guide for schools.pdf \(educationendowmentfoundation.org.uk\)](#)
[School Planning Guide 2021 | Education Endowment Foundation | EEF](#)

What are the potential barriers faced by pupils?
Gaps in learning intensified by their individual special educational needs and disabilities
Disruption to relationships with staff and peers that need rebuilding
Heightened anxiety due to the pandemic
Disruption to routines and structure which are especially important for those with special educational needs and disabilities
Interruptions to wider contextual safeguarding as defined in KCSIE 2020
What are the desired outcomes of the catch-up funding?
Reconnection
Re-establishing structure
Increased mental health and emotional wellbeing
Accelerated progress in gaps relating to EHCP outcomes and learning

Individualised Instruction

Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Various models of individualised instruction have been tried over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.

Education Endowment Foundation effectiveness score: +3

[Individualised instruction](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

Feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see [Peer tutoring](#)).

Education Endowment Foundation effectiveness score: +8

[Feedback](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

One to one tuition

One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of [Extending school time](#) or a [Summer school](#) – or as a replacement for other lessons.

Education Endowment Foundation effectiveness score: +8

[One to one tuition](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

Approaches	Description of Desired Approach	Cost	Estimated Impact/Measures	Actual Impact/Evidence (Review July 2021)	Overall Cost benefit
<p>Individualised Instruction & Intervention Programmes</p> <p>Pupil Assessment and Feedback</p> <p>One to One Tuition</p>	<p>Additional Grade D TA employed to allow class staff to have the capacity to carry out one to one tuition and additional interventions specific to the child, using EHCP outcomes, IEP and provision map information and assessment data to inform gaps. Teachers should provide specific assessment-based feedback to pupils. This should be targeted at those who have made least progress throughout the lockdown period initially.</p>	£20,000	This will enable wellbeing and academic progress and should show through individual assessments.		
	£400				