

Covid-19 Catch-up Funding Report 2020/21

1. What is Covid-19 Catch-up Funding?

Any school, which receives the Covid-19 Catch-up Funding for the 2020/21 academic year, must publish:

- Details of how the allocation for that year was spent
- How the use of the allocated funds made a difference to the attainment of the pupils who benefitted from the funding.

Detail	
School name	St Boniface's RC College, Plymouth
Number of pupils in Years 7-11	354
Date this statement was published	Dec 2021
Statement authorised by	Mrs K White Headteacher
Statement prepared by	Mrs A Morgan Assistant Headteacher
Governor / Trustee lead	Mrs J Bailey Deputy Chair of Governors

The Covid-19 Catch-up Funding is additional funds that the government allocated to school. Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

2. How is Covid-19 Catch-up Funding Calculated?

The government allocated funds to each school based on the number of students on role up to and including Year 11 based on the October 2020 school census data.

In the academic year 2020/21, 662 students qualified for the £80 per pupil funding.

The funding was paid in three stages:

Stage 1 – 25% of the total allocation

Stage 2 – 33% of the total allocation

Stage 3 – 42% of the total allocation

This report gives the details of the actual expenditure of the 2020/21 funding. Any costs reported which exceed the Covid-19 Catch-up Funding will come from the Pupil Premium budget.

3. How the Covid-19 Catch-up Funding was used

There is a growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

Pupils have made less academic progress compared with previous year groups

There is a large attainment gap for disadvantaged pupils, which seems to have grown

Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.

The school aim in the allocation of the Covid-19 Catch-up Funding was to mitigate as far as possible the progress lost due to school closures. We approached this in a number of ways:

Online learning – During the period of school closures, we ensured all lessons were delivered in line with the school day with the vast majority of lessons delivered 'live'. The only exceptions to this were practical subjects such as PE. To enable the delivery of live lessons, the school purchased visualisers for every classroom and trained all teaching and support staff in the use of the appropriate software.

The school also had to support a number of students with IT access for accessing live lessons at home. This included the purchase of additional laptops to those provided directly from government and a number of dongles for those without home broadband.

Additional teaching time

Once students returned to school in March 2021, the school added an additional hour to the school day for all Year 11 students in every subject area to make up for the deficit in learning caused by the pandemic and subsequent school closures.

Students in Key Stage 3 who had entered the school below age related expectations in either English or mathematics received additional literacy and numeracy intervention lessons. The literacy intervention took the form of Read Write Inc. and paired reading whilst the numeracy focused primarily on consolidating the four operations: addition, subtraction, multiplication and division.

Total amount of Covid-19 Catch—up Funding 2020/21	£
Chromebooks and licences x 80	7,402.75
Visualisers	689
KS3 Numeracy lesson intervention	1,273.95
KS3 Literacy interventions	3,622.50
KS4 Additional teaching costs	15, 331.80

4. Total spending

Covid-19 Catch-up Funding 2020/21	
Total Funding Received	£28,320

Total Allocated	£28,320
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Student Progress Data Collection Summer term 2021

Cohort	% and number of students on track to achieve expected progress in English	% and number of students on track to achieve expected progress in Maths
Year 7	89% 63/71	89% 63/71
Year 8	77% 53/69	70% 48/69
Year 9	60% 27/45	36% 16/45
Year 10	50% 35/70	79% 55/70
Year 11	53% 37/70	75% 53/71