**Catch-up funding – planned expenditure 2020-21**

**Amount of funding:**

Sept 20 – Mar 21 - £8,272 – Action plan 1

Apr 21 – Aug 21 - £5,933 – Action plan 2

**Rationale:**

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Sutton Manor Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

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| **RAG rating Autumn 2021** | **Funding based on October Census- 198 children on roll, at £80 per child= £15,840, Autumn £3,960** | | | | |
|  | **EEF recommended Strategy**  **And EEF Rationale** | **Area to address** | **Specific implementation (What we are doing)** | **Cost** | **Expected Impact** |
| **Amber** | |  |  | | --- | --- | | **One to one and small group tuition**   |  | | --- | | ‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ | | | Gaps in prior learning due to school closure | |  | | --- | | Weekly catch up sessions on key concepts for each child who will need this to support with catch up within the year- implemented after school with a commitment from current teaching staff- training for this, identify children, get parents to commit to this and children- 3:20- 4:20 or 8am-9am, once per week , 10 weeks in a group no more than 10 children- working on similar concepts that is assessed and staff made accountable. | | £2,500  KS2- 10 weeks @approx £25 per hour x 4 teaching/ support staff= £2,500 | By providing maths and reading catch up interventions for identified children outside of curriculum teaching time, we expect to close the gaps in reading and maths |
| **IMPACT** | **Reading assessments at the end of summer term show that there are still a larger proportion of children in Years 2 and 3 who are working well behind their peers. These children have been identified through pupil progress meetings and will receive additional support in Autumn 2021.** | | | | |
|  | **Self-regulatory skills**  The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months’ progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. | Children’s school readiness. A greater number of children are not ‘school ready’ this September, potentially due to missed preschool and nursery opportunities and less opportunity to develop social interactions and independent skills. | Additional support for identified children in EYFS to develop their health and self- care, communication and language and personal and social development. | 3 hours per day, 5 days a week = 15 hours @ £16.80 per hour for 10 weeks = £2,520 | Children’s gaps in school readiness for personal and social development, health and self -care and behaviours for learning will mean children are ready for learning. Support staff can focus on teaching and learning as opposed to ‘school readiness’ skills. |
| **RAG rating**  **Green** | |  | | --- | | **Intervention programmes** | | In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary’. | | Children in KS1 have missed a large portion of phonics delivery and reading support and have regressed. | Additional reading and phonics sessions, look into purchasing updated phonics resources such as RWI, Lacey Green English Hub, phonetically decodable books | Specialist teacher in English intervention 3x 1 hr per week = £3,500  Resources £500 | Children will have a secure phonic knowledge by the end of year 2 to enable accurate decoding skills for reading.  Accelerated progress in early reading in early Years.  Additional phonics and dyslexia programme into lower KS2. |
| **IMPACT** | **Summer 2021 assessments of phonics in Year 2 showed a marked improvement from 20% passing the screening check in Autumn 2020, to 68% passing it in Summer 2021.**  **Early years data showed all children have progressed. PP entitled children outperformed NPP in the ELG for reading by**  **Engagement with Lacey Green has enabled an audit to be completed of reading and training offer in place for all staff, to commence in September 2021.**  **HOWEVER, Y1 have still missed a huge portion of phonics from Reception into Y1 and will need catch up and keep up sessions in Autumn 2021** | | | | |
|  |  | Reading – to improve ‘love for reading’, children’s attitudes to reading, stamina for reading, fluency and comprehension skills. | Purchase additional resources such as additional Reading Plus, reading books for EYFS and KS1.  Whole school CPD by English SLE | Resources £2,500 | Progress in reading for all groups of children from their baseline starting points on return to school from September 2020.  Improved teaching and learning of reading skills.  Improved understanding of a wider range of vocabulary. |
|  |  | Writing | Whole school CPD by English SLE | N/A | Improved standards in writing. |
| **IMPACT** | **Progress can be seen in children’s writing, however some basic skills needed addressing as well as the standard of handwriting and presentation in return to school from March 2021. End of year assessments showed children had made strides with their progress but for some, they were still below the expectation for their age. Trackers within English books evidence this progress. Boys writing in some cohorts will need additional support, particularly those who find thos tricky due to SEN.** | | | | |
| RAG Green | |  | | --- | |  | |  | | Support from the National Tutoring Programme for Years 5 and 6 in reading and maths to accelerate and narrow gaps in learning. | Engagement with national tutoring programme for a per | 4 packages with the NTP (25 % of full cost)  £3920 | Children will recover gaps in lost learning and be ready for the next stage of their education. |
| **RAG green** | **Supporting parents and carers**  ‘Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’ | Remote learning | Purchase CGP materials and workbooks to support learning at home in the event of self- isolation or local lockdown. | £500 | Children have access to appropriate materials to continue learning from home in the event of needing a period of self -isolation. |
| **IMPACT** | **Parents were supported both with using online learning through MS Teams and school were on hand to provide almost immediate support and advice.**  **CGP materials were purchased and distributed to all children alongside teir paper work packs, weekly timetables were included to guide parents as to what tasks .needed to be completed when** | | | | |
| **RAG Green** | **Supporting students remotely**  Ensuring access to technology is key, particularly for disadvantaged pupils. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential | Lack of devices for children to continue learning from home. | To provide a ‘device’ library for children who do not have access to devices for remote learning  Purchase of 20 Tablets | £1500 per 10 devices plus cases  Total =£3000  Set up time from technician | Children are able to access MS Teams remote learning and online lessons to enable a continuation of learning from home in the event of a period of self- isolation. |
| **IMPACT** | **Not all children who were allocated devices used them productively. Engagement was sporadic and children often opted for the less challenging tasks that they could complete easily and quickly.**  **However those children who did engage have made accelerated progress as evidenced in end of year assessments.** | | | | |

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| Expenditure | Cost |
| Additional small group tuition sessions | £2,500 |
| Additional support for EYFS | £2,520 |
| Additional reading books for KS1 and EYFS  Other reading resources/software | £500  £2000 |
| Additional interventions  Specialist teacher for reading interventions | £3,920  £3,500 |
| Devices | £3000 |
| National Tutoring Programme | £3,920 |
| Home Learning Materials | £500 |
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