

Catch-up funding – planned expenditure

Amount of funding: Total £7,360

Sept 20 – Mar 21 - £4,290 – Action plan 1

Apr 21 – Aug 21 - £3,070 – 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 Swarland 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.

EEF recommended strategy	EEF Rationale	Specific implementation at Swarland Primary School	Cost	Expected impact
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.’	Daily 1:1 reading with targeted children. Daily phonics boosters for children in R to Y3. Additional support for development of fine & gross motor skills (R-Yr1)	£12,69 per hour x 10 hrs per week x 3 adults = £380.70 per week X 15 weeks = £5,710.50	By increasing targeted children’s time spent reading and learning phonics 1:1 to an adult, we expect to close gaps in reading progress. By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.

<p>Feedback</p>	<p>,Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics,</p>	<p>Additional adult in each class for most mornings to support maths and English development for the first term, by providing high quality feedback for more individual children.</p>	<p>£12,69 per hour x 10 hrs per week x 3 adults = £380.70 per week X 15 weeks = £5,710.50</p>	<p>By prioritising more children to receive more frequent high quality feedback in maths and English, by an additional adult available, we expect to close the gaps and regression in maths and English.</p>
<p>Intervention programmes</p>	<p>'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'.</p>	<p>Phonics intervention - R.W.Inc Assisted blending and reading practise catch-up for children in R-Y2 and Y3-Y6 SEND children.</p> <p>Maths intervention- First Class- support for Y2 target children demonstrating regression in maths.</p> <p>SEND children to receive their bespoke interventions to ensure they are on track to reach their individual targets.</p> <p>Additional time for SENDCO to review EHCP targets after delay during lockdown, put in all referrals which were closed or deferred due to school closures of all SEND cases open to multi agency work and liaise with aprenngts.</p>	<p>£12,69 per hour x 5 hours per week x 3 adults = £190.35 per week X 15 weeks = £2855,25 £360 release time per half term x 2 = £720</p>	<p>By providing maths and reading catch-up interventions for identified children, we expect to close the gaps in maths and reading.</p> <p>SEND support interventions ensure children with additional need are making at least good progress from their starting point.</p>

CPD For Staff	'Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities '	White Rose Maths – catch-up programme - priority objectives- as part of recovery curriculum training. Mental Health & Wellbeing training for staff – identify anxiety and mental health issues and address with appropriate strategies and support including accessing outside agencies.	INSET time.	By providing all teachers and teaching assistants with effective CPD, we expect staff to be able to provide quality teaching to improve outcomes effectively and support children effectively with mental health needs.
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.'	The purchase of additional sets of R,W,inc. phonic reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules.	£180 - 2 x Packs of Sound Blending Books (Reception)	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.

Total Cost of plan £15,176,25

