



Catch Up Funding Plan: 2020 – 2021

EEF Area of Focus: TEACHING				
Identified Strategy & Evidence	Intended Impact	Resources	Staff Lead	Cost
<p>1) Purchase Phonic Reading books Need additional decodable readers to ensure all children have a book(s) at their level. Additional Phase 5 books required due to limited amount and Year 2 children needing learning support at this phase. October 2020</p>	<p>Year 2 children achieve well in the PCS in December 2020 and their reading improves. Target: 75% (15/20) Year 1 children achieve target set in the PCS in June 2020. Target: 75% (15/20) Reading and writing improves due to phonic knowledge improving.</p>	<p>Fiction Phases 2 – 5 72 books Non-Fiction Phases 2 – 5 72 books Phase 5 Fiction 12 books Phase 5 Non-Fiction 12 books Phase 6 12 books</p>	AB	£259.87
<p>2) Purchase Spelling Scheme From discussing gaps in learning, spelling is an issue across school. A scheme is required in order to have consistency, progression and teaching resources.</p>	<p>Improvement in spelling teaching, learning and test scores. Improvement in spellings in writing; spelling not being the issue for not achieving ARE. Spelling not being the issue for not achieving ARE in GAPS.</p>	<p>Spelling Shed Children: £0.83 x 142 £117.86 (£117.86 in March 2022)</p>	CH 2 years	£117.86
Total Spend:				£377.73

IDENTIFIED STRATEGY	IMPACT	
<p>1) Purchase Phonic Reading books</p>	<p>Year 2 children in Dec 2020: There were Covid cases in school and Year 2 were isolating then many did not return for the last week. Year 1 children are not being assessed with the Phonics Screening Check until Autumn 2021.</p>	<p>Year 2: 65% (13/20) 3 out of the 7 who didn't pass are SEN</p>
<p>2) Purchase Spelling Scheme</p>	<p>Scheme was purchased in Summer 2021 so has had limited use.</p>	

EEF Area of Focus: TARGETED ACADEMIC SUPPORT

Identified Strategy & Evidence	Intended Impact	Resources	Staff Lead	Cost
<p>1) Supply cover Additional phonics sessions for Year 2 with the teacher in November 2020.</p>	<p>More than half of Year 2 children pass the PSC in December 2020. Target: 75% (15/20)</p>	<p>x 4 supply afternoons</p>	<p>ST</p>	<p>£372.50</p>
<p>2) NELI Language intervention for Reception children. Supply cover needed for teacher and TA to complete training in Dec 2020 and March / April 2021.</p>	<p>Reception children improve language and communication. 3 children = Below Average</p>	<p>x 1 teacher supply day x 1 TA supply day</p>	<p>CH / AB</p>	<p>No cost due to completed whilst staff members shielding</p>
<p>3) Additional support in FS2, Year 1 and 2 Particularly current reception and Year 1 children have been affected by the long periods out of school, this will also include the new Reception children in Sept 2021.</p>	<p>An additional Teaching Assistant to work across the two classes (based in one and working with children from the other socially distanced and in a well-ventilated space). Focus to be phonics (3 groups in each class); lowest 20% readers in each year group and basic skills in writing and number. Reading, Writing and Maths targets met or exceeded.</p>	<p>x 1 Teaching Assistant every morning 8.30am – 12.00pm Summer Term 2021 (Autumn Term 2021 £3903.50)</p>		<p>£3328.25</p>
<p>4) Additional support for lowest 20% of readers in KS2 Support the lowest 20% readers in KS2 with phonics, decoding, fluency and comprehension.</p>	<p>Additional hours for a Teaching Assistant to work 1:1 with children to improve their reading. 11 children: 3 Year 3; 3 Year 4, 2 Year 5; 3 Year 6</p>	<p>x 1 Teaching Assistant two afternoons a week Summer Term 2021</p>	<p>CH JJ / SM / CB</p>	
<p>5) Purchase Reading and Writing Intervention Writing is the weaker subject across school and was completed the least in lockdown. Additional learning is required.</p>	<p>KS1 & 2 Writing KS2 Reading</p>	<p>Rising Stars 'On Track' scheme purchased: KS1 & 2 Writing KS2 Reading</p>	<p>CH / JJ</p>	<p>£738.50</p>

6) Purchase Non Negotiables: Embedding the Basics To use to guide interventions and teaching within the classroom.	Guides planning and intervention planning to ensure children in each year group have a good understanding and can apply the basic skills in their learning.	Focus 'Non-Negotiables: Embedding the Basic'	CH	£35
7) National Tutoring Programme 1:3 tutoring to close gaps in learning.	Support children's learning where there are gaps from lockdown. 11 children in total: 2 Year 4; 9 year 5	7.5 week programme of 2 hours per week: 4 afternoons 1.15 – 3.15pm 12 children	CH / ST	£784
8) Supply Cover A morning of cover for teachers to plan tuition.	Dedicated time for JJ and SM to plan a programme of tuition based on gaps in writing from previous year and current year group objectives.	x 1 Supply AM	CH (JJ & SM)	£87.50
Total Spend:				£5345.75

IDENTIFIED STRATEGY	IMPACT	
1) Supply Cover	When assessing Year 2 in December 2020, the school had many cases of Covid and the class were isolating. Due to a week left of school, many children didn't return.	Year 2: 65% (13/20) 3 out of the 7 who didn't pass are SEN
2) NELI	From the Language Screen Assessment, 3 children were identified as below average. They have received the programme every week.	100% (3/3) Improved – went from below average to average or above average 33% (1/3) Achieved above average
3) Additional support in FS2, Year 1 and 2	Has ensured more phonics groups to be able to give smaller numbers of children focussed input.	Year 2: 65% (13/20) 3 out of the 7 who didn't pass are SEN
4) Additional support for lowest 20% of readers in KS2	Reading improvements 11 children: 3 Year 3; 3 Year 4, 2 Year 5; 3 Year 6	100% made progress in improving reading age and reading words per minute.

5) Purchase Reading and Writing Intervention	Resource has been well received and has been well used for intervention with clear expectations, planning and learning.	100% of children who were in receipt of the intervention using the reading and / or writing programme made 100% progress in the sessions.
6) Purchase Non Negotiables: Embedding the Basics	This supported teachers and teaching assistants in objective(s) focus for interventions.	
7) National Tutoring Programme	11 children were identified for writing. Two 1 hour sessions a week.	45% (5/11) = AT 27% (3/11) = WT3 9% (1/11) = WT2 9% (1/11) = WT1 9% (1/11) = Below All have made progress bar one child. 64% (7/11) have made more than good progress.

EEF Area of Focus: WIDER STRATEGIES

Identified Strategy & Evidence	Intended Impact	Resources	Staff Lead	Cost
1) Purchase Worry Monsters Provide the class and Positive Play with an outlet for their worries and concerns.	Children will feel better and their anxieties will be reduced so they are positive, more resilient and ready to learn.	x 5 for class x 2 for Positive Play	ES	£81.56
Total Spend:				£81.56

IDENTIFIED STRATEGY	IMPACT
1) Purchase Worry Monsters	Worry Monsters are part of the class and have provided reassurance that children can share their worries / concerns and they will be supported.



Catch Up Funding Plan: 2020 – 2021

September 2020 – March 2021	£6350 funding	April 2021 – July 2021	£4530 funding
CATCH UP FUNDING: £10,880			

FUNDING SPENT SEPTEMBER 2020 – JULY 2021	£5805.04	FUNDING FOR SEPTEMBER 2021 – JULY 2022	£5074.96
---	-----------------	---	-----------------

CATCH UP FUNDING CARRY FORWARD TO SEPTEMBER 2021 – 2022: £5074.96	
Teaching Assistant hours in KS1 every AM in Autumn 2021	£4075.16
Spelling Shed subscription	£117.86
Towards Tuition costs / TA hours in KS1 in Spring 2022	£881.94
TOTAL SPENT:	£5074.96