



Catch Up funding spend and Plan 2020/2021

Autumn Term – Total allocated funding to 2020/2021 Budget £9320.00

In the Autumn Term catch up funding was centred around addressing the gaps created by the first school lockdown (March 2020 to July 2020).

Settling the children back into school, wellbeing and identification of gaps were our priority in the Autumn term. In order to address this, we spent some of the money on:

Activity	Cost
Purchase of CGP books for children to work on over the summer holiday.	£2,400.00
Purchase of 'We are here' books for completion of CLPE unit to encourage a sense of community across the entire school, to reflect on the last few months, and also help your whole school look forward to the future in a positive way.	£155.84
Purchase of additional resources to deliver the 'We are here' unit.	£1,000.00
Purchase of CGP Y6 SATs books	£1,484.25
Maths flex	£2,000.00
Total spent so far (Autumn Term – 2020/2021 budget)	£7,040.09

Purchase of CGP books for children to work on over the summer holiday and purchase of CGP Year 6 SATs revision books

'Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.'

Education Endowment Foundation - Covid-19 Support Guide for Schools, June 2020

The EEF Toolkit identifies Parental Engagement as having a three-month positive impact on children. They define parental engagement as:

The involvement of parents in supporting their children's academic learning. It includes:

- approaches and programmes which aim to develop parental skills such as literacy or IT skills;
- general approaches which encourage parents to support their children with, for example reading or homework;



- the involvement of parents in their children's learning activities; and
- more intensive programmes for families in crisis.

We provided every child with an English and Maths Workout book and hand delivered them during the lockdown. Year 6 children were also given a SATS revision book. These books were age specific and covered all the objectives from the National curriculum in Reading and in Maths. We asked parent/carers to work with their child to complete two 10-minute activities from the book each day over the summer holiday. The purpose of this was to:

- Enable parent/carers to support their child's learning with quality resources.
- Enable parent/carers to be involved in their child's learning activities.
- Ensure children had accessed activities that covered all the national curriculum objectives in Reading and Maths in their year group.

Children were asked to bring in their completed books on their return to school and were awarded house points for completion.

'We are here' unit of work

'All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.'

Education Endowment Foundation - Covid-19 Support Guide for Schools, June 2020

We recognised that all children in our care would each have had unique experiences of and responses to the events of 2020. The year had been a year of significant world events, disrupting and changing the ways of life of people across the globe. As a school, we felt that we needed to start the year supporting the children in our school to re-connect with each other and re-engage with school life. During the first two weeks of term (September 2020) all classes delivered the CLPE unit 'We are here' to help transition the children back to school.

Mathsflex

'Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.'

Education Endowment Foundation - Covid-19 Support Guide for Schools, June 2020

The EEF Toolkit identifies individualised instruction as having a three-month positive impact on children. Feedback is identified as having an eight-month positive impact on children.

Mathsflex uses a mastery approach and White Rose Maths' small steps to help children practise maths in small steps. It uses AI to adapt to each pupil's strengths and weaknesses to provide a highly personalised practice path. From the teacher's dashboard, you can instantly see who has done what and how they performed. It tells you who needs help, stretching, praise or more effort. It even tells you how long they've spent studying, down to the second.

We introduced Mathsflex during the lockdown.

Spring Term – Total allocated funding to 2021/2022 Budget £28600.00

At the beginning of the spring term, the school was put into a second lockdown. The priority was access to devices and remote learning. The children returned back to school three weeks before the end of the



spring term. The priority for those three weeks were wellbeing and transitioning the children back to school.

Activity	Cost
Google Classroom Set up and two hours of training	£1,500 (DfE funded so no cost to catch up budget)
Google Classroom support	£900 (ongoing annual cost)
Purchase of 120 Chromebooks, laptop trolleys and licencing	£27,180.80
TAHMS Training (SENDSCO, FSW and TA) including cover	£345.00
Cost of £150 subsidy of new devices for PP children (PP funding)	£4,653.91 (PP Funding)
Purchase of 10 additional laptops to loan to PP children (PP funding)	£4,490.00 (PP Funding)
Online Tuition	£1800.00
Total spent so far from catch up (spring and summer terms – 2021/2022 budget)	£30,225.80

'Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.'

Education Endowment Foundation - Covid-19 Support Guide for Schools, June 2020

The school were allocated 41 laptops from the DfE which were loaned out to children who had limited access to devices at home. We also ran a scheme where parents of PP children could apply for £150 towards the purchase of a new device for PP children and purchased 10 laptops with PP funding that were also loaned.

Total Funds spent so far - £37,265.89

Total Funds Allocated - £37920.00

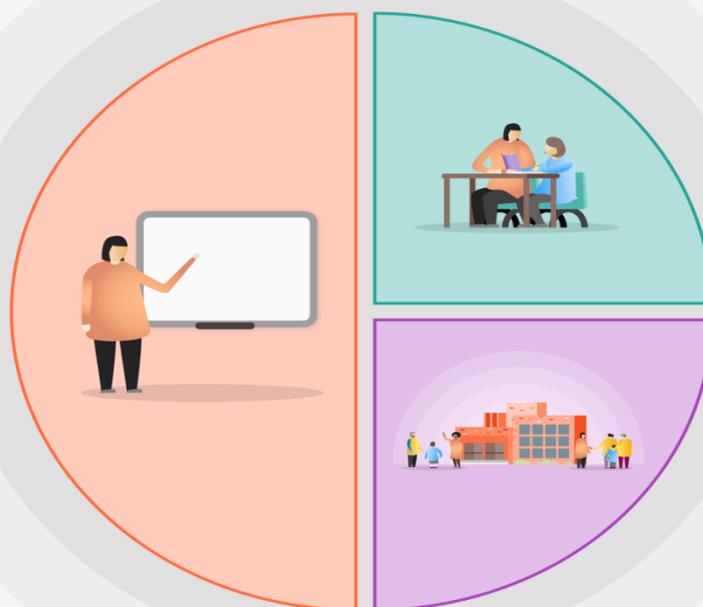
Total Funds Left to spend - £654.11



Our tiered approach

1 Teaching

- CLPE unit – 'Here we are'.
- TAHMS Training for SENDCO, FSW and TA.
- Assessment calendar updated.
- Purchase of new insurance support package to support staff with wellbeing, health and fitness.
- Review and improve cycle of remote learning.
- Delivery of remote learning through Google Classroom.
- Purchase of 120 chrome books to enable wider use of Google Classroom.
- Quality first teaching – Additional CPD opportunities identified and offered to staff.



2 Targeted academic support

- Online tuition offered to all Pupil Premium Children in Y5 & Y6.
- Small group and individual wellbeing interventions delivered by FSW and wellbeing TA.
- Wellbeing TA appointed to support the work of the FSW.

3 Wider strategies

- Use of MyOn so children are able to access books remotely and continue quizzing on AR.
- Wider use of Google Classroom to deliver interventions outside of school hours.
- New home/school contract drawn up and shared with parents.
- Increased parental involvement.