



St Mary's Primary C of E Primary Academy

Catch up funding planned expenditure

Whole School Priorities

- To raise attainment in Maths and Reading so that any disadvantaged children close the gap with their peers in achieving national benchmarks by the end of KS2 in reading, writing, mathematics and GSP.
- To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics, (reading and mathematics in KS1 and writing and mathematics in KS2).
- To ensure that the attendance of pupils in receipt of PPG is above 95%, with a further reduction in the % persistently absent/late
- To increase ICT hardware so that all pupils have access to lap top in lessons.
- To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school pastoral services and Forest school curriculum which develop social and emotional well-being, resilience and self-esteem.

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 St Mary's Primary Academy, 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.

<u>Income period</u>	<u>Eligible pupils x £80</u>	<u>Total</u>
<u>Income Sept 2020- March 2021</u>	<u>411 x £46.67</u>	<u>£19,181.37</u>
<u>Income April 2021-August 2021</u>	<u>411 x £33.33</u>	<u>£13,698.63</u>
<u>Total Income</u>		<u>£32,880.00</u>
<u>Total Expenditure</u>		<u>45'516</u>

Catch up funding expenditure plan

Action to take and rationale for decision.	Estimated costs	How we will implement this ?	Impact statements 2020	Impact review 2021	Monitoring
<p>One to One & Small Group Tuition</p> <p>The Education Endowment Fund (EEF) research concludes that: -</p> <p>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p>	<p>£20,599</p>	<ul style="list-style-type: none"> Identify for pupil date the most vulnerable pupils in Y6 returning from lockdown. Tuition will be in the afternoons and after school online. Tutor will support children in the morning sessions with core subjects and develop objectives from tuition programme. Y5 tuition starts in term 4 	<ul style="list-style-type: none"> Children will make accelerated progress in Year End of unit test scores will show an increase in accuracy 65% of Y6/5 pupils targeted children will reach FFT prediction Y5 tuition starts in term 4 	<p>85% of Y6/5 pupils targeted children will reach FFT prediction</p>	<p>Data analysis</p> <p>Impact Meeting minutes</p> <p>Notes from Pupil Progress meetings</p> <p>Lesson drop-ins</p> <p>Termly report from tutor on progress.</p>
<p>Intervention Programmes</p> <p>EEF - 'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one</p>	<p>£9,502</p>	<ul style="list-style-type: none"> Purchase standardised assessments in literacy or numeracy to identify pupils who would benefit from additional catch-up support. Identify key children in each year group who have fallen further behind peers from LD. Use HLTA's in Year 2, 3 and 5 to support booster teaching for 12 week programmes. 	<ul style="list-style-type: none"> 85% of Y2 pupils pas the phonic screening test. Reading age progress 12-18 months by July 2021 70%+ of pupils in yr.4 pass tables test Targets set out in intervention plans are met. 	<p>All year groups meet at least 80% working at the exs</p>	<p>Termly report on progress from SENco. and phase leader</p>

to one or in small groups, are likely to be necessary'.		<ul style="list-style-type: none"> Year R and 1 receive additional phonic sessions Champion children programme in school led by PL. All Y3 and 4 pupils sig behind in reading access Fresh Start scheme. 			
Establish a platform for online learning for self-isolating children.	£115	<ul style="list-style-type: none"> Website links for online learning Video platform for live lessons. 	<ul style="list-style-type: none"> Pupils able to access lessons from home. CT able to teach lessons from home if self-isolating 		Views stakeholders' viewpoint.
Pastoral support and curriculum.	£15'300	<ul style="list-style-type: none"> Utilise The Hub in school to support pupils who evidence high anxiety in returning to school. Ratio of 10:3 children to adults. Increase access to forest school and resilience curriculum. Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90%. 	<ul style="list-style-type: none"> Attendance in school is above 95%. No children refuse to come to school. Disruption in lesson due to high levels of anxiety of SEMH pupils is greatly reduced. 		Attendance monitoring.