



St Paul's First School, Coven Catch up Funding Plan 2020-2021

Aims:

- 1) To support pupils to catch up for lost learning so that they can meet the curriculum requirements for their current academic year.
- 2) To support pupils emotionally and academically with the reintegration back into school and learning.
- 3) To narrow any gaps in learning between disadvantaged students and others.
- 4) To support and improve the wellbeing of pupils following the COVID lockdown period.

COVID Catch-Up Fund

Action Plan and Spending 2020-21

Government guidance for funding:

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Although you'll receive funding on a per pupil basis, you should use the sum available to you as a single total to prioritise support. There are no specific requirements for who to spend it on.

St Paul's First School, Coven Overview	
Total Pupil Numbers	131*
Amount per pupil	£80 per pupil
Total COVID catch up budget	£10,480

*Based on student numbers from the October 2020 census

Focus: Teaching and Learning

To support pupils to catch up for lost learning so pupils can meet the curriculum requirements for the academic year.													
Focus	Link to EEF Guidance	Actions	Success Criteria	Expenditure	Impact of Spending								
One to one and small group tuition	Targeted Support	<p>To provide additional support across KS1 for five mornings per week by employing an additional teaching assistant for 4 months.</p> <p>Focus to be on phonics (reading) and closing gaps identified following rigorous assessment in Autumn 1 half term.</p>	<p>Gaps in phonic knowledge closed.</p> <p>Above national % achieved for Y1 phonics screening.</p>	<p>5 mornings per week from 2/11/20 to 26/02/2021</p> <p>£1,800</p>	<p>Evidence for Phonics: As of July 2021, 69% of the Y1 cohort have passed the Phonic screening, in comparison to the beginning of Y1 when only 49% were on track to pass. This is a direct result of having an additional Phonics group and being able to address gaps in learning more specifically.</p> <p>At the Phonic screening check that this cohort took in December 2021, 93% of the cohort passed the screening check.</p> <p>Writing: In September 2019, when the baseline data for Y1 was collected, only 14% of the cohort was working at the expected standard for the end of Reception. Naturally this was due to the time this cohort missed in the Summer term of Reception. By having a TA in English lessons for the majority of the academic year, 45% of the cohort had met ARE for the end of Y1, with an additional 17% of the cohort very close. This 17% have been identified as a target group for Y2.</p> <p>At December 2021, after a term in Y2, 61% of this cohort are now on track in Writing.</p>								
One to one and small group tuition	Targeted Support	To provide 3 sets of booster sessions in Rec – Y4 during the academic year to run after school. Sessions to run after school in 5 week blocks for	Gaps in R/W/M knowledge closed and children achieve in line with ARE.	<p>£2505 for teaching hours to run sessions after school</p> <p>£116.20 resources to</p>	<p>Numbers of children taking part in the boosters varied in each class from 3 – 5 children per year group. Some parents chose not to send their children to the booster sessions.</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>4 chn 100% exp</td> <td>5 chn 80% exp</td> <td>4 chn 100% exp</td> </tr> </tbody> </table>		R	W	M	Y1	4 chn 100% exp	5 chn 80% exp	4 chn 100% exp
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		Reading, Writing and Maths.		support booster sessions	<table border="1"> <tr> <td></td> <td>progress 75% good progress</td> <td>progress 60% good progress</td> <td>progress 80% good progress</td> </tr> <tr> <td>Y2</td> <td>3 chn 100% exp progress 66% good progress</td> <td>3 chn 100% exp progress 66% good progress</td> <td>4 chn 100% exp progress 75% good progress</td> </tr> <tr> <td>Y3</td> <td>3 chn 100% exp progress 66% good progress</td> <td>5 chn 100% exp progress 60% good progress</td> <td>5 chn 100% exp progress 80% good progress</td> </tr> <tr> <td>Y4</td> <td>6 chn 100% exp progress 83% good progress</td> <td>6 chn 100% exp progress 67% good progress</td> <td>7 chn 100% exp progress 71% good progress</td> </tr> </table>		progress 75% good progress	progress 60% good progress	progress 80% good progress	Y2	3 chn 100% exp progress 66% good progress	3 chn 100% exp progress 66% good progress	4 chn 100% exp progress 75% good progress	Y3	3 chn 100% exp progress 66% good progress	5 chn 100% exp progress 60% good progress	5 chn 100% exp progress 80% good progress	Y4	6 chn 100% exp progress 83% good progress	6 chn 100% exp progress 67% good progress	7 chn 100% exp progress 71% good progress
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Intervention programmes	Targeted Support	Purchase a one-year subscription to White Rose, and a 3-year subscription to My Maths.	My Maths software enabled teachers to set all pupils specific intervention tasks to address gaps in learning. Targeted intervention programmes have been delivered to identified pupils. Maths ages improved by at least 4 months from Autumn term.	<p>My Maths – 3-year subscription £579.68</p> <p>White Rose Premium – 12-month subscription £99.00</p>	<p>Maths</p> <p>End of Year data for Maths for July 2021 was: Rec: 67% achieved ELG for Maths Y1: 54% achieved ARE Y2: 68% achieved ARE Y3: 57% achieved ARE Y4: 48% achieved ARE</p> <p>End of year 2021-2022 predicted data for the same cohorts: Y1 was Rec above: 69% achieved ARE Y2 was Y1 above: 71% achieved ARE Y3 was Y2 above: 79% achieved ARE Y4 was Y3 above: 88% achieved ARE</p> <p>My Maths has had a direct impact on addressing gaps in learning both in class, through afternoon interventions and also homework learning.</p>																

Focus	Link to EEF Guidance	Actions	Success Criteria	Expenditure	Impact of Spending
<p>High-quality teaching for all</p> <p>Supporting pupils' social, emotional and behavioural needs</p>	<p>Teaching</p> <p>Wider Strategies</p>	<p>Split the Y4 class into two smaller groups from January to July to enable more focused work with groups of children to take place and to assist with some of the emotional needs of the class following the lockdown period.</p>	<p>Gaps in R/W/M knowledge closed and children achieve in line with ARE.</p> <p>Children's emotional needs are met and learning behaviour in the two groups is improved.</p>	<p>Partial payment towards the cost of an additional teacher for one term in Year 4</p> <p>£4020.92</p>	<p>Evidence: Gaps in R/W/M knowledge were closed and a greater % of children achieved in line with ARE from the baseline data for the beginning of Year 4. (Reading – 51% ARE, Writing – 38% ARE and Maths – 48% ARE).</p> <p>Children's emotional needs were met and learning behaviour in the two groups improved. There were less behaviour incidents at playtimes and lunchtimes, reduction of 45% from Autumn to Spring, and 68% from Autumn to Summer. Pupil voice feedback showed that children were happier and more focused in their learning.</p>
<p>Supporting pupils' social, emotional and behavioural needs</p>	<p>Wider Strategies</p>	<p>To provide an additional teaching assistant for five mornings per week in Reception for September and October 2020 to assist with some of the PSED needs of the class following lockdown, and to assist three children with particular needs.</p>	<p>Children's emotional needs are met and learning behaviour in the classroom is positive.</p> <p>Gaps from lost learning in the Nursery year are addressed and progress is made towards ARE for Reception.</p>	<p>5 mornings per week, 3 hours classroom support and 30 mins lunchtime support</p> <p>£1359.20</p>	<p>Evidence: impact of children's teamwork, resilience and confidence skills improving has been recorded by the additional member of staff and class teacher throughout the term.</p> <p>Baseline for Reception for PSED, 10 children were working at ARE, 33%. End of July 2021, 19 children achieved the ELG for PSED, 63% of the cohort.</p>

Frequently Asked Questions

Why does COVID Catch-Up funding exist?

The COVID Catch Up fund is a one off funding programme which has been designed to mitigate the effects of the unique disruption caused by COVID-19.

Which children will benefit from the Catch-Up funding?

Schools have the flexibility to spend their funding in the best way for their cohorts and circumstances. The funding is not ring-fenced to individual pupils.

How much funding will each school actually receive?

This year, schools will receive £80 for every pupil registered in Reception to Year 4.

Where does the money come from?

The Catch Up funding is paid by the Government and is in addition to the school's budget.

Can schools spend the money on what they like?

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Who holds the school accountable for where they spend the funding?

School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. The Local Academy Council should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. Ofsted plans to resume routine inspections in January 2021. Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

What is the EEF guidance?

The EEF guidance suggests a 3-tiered* approach to COVID catch-up:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents • Supporting parents with pupils of different ages
- Successful implementation in challenging times