

Covid Catch-Up Funding Report – FGB May 2021

Rationale for Expenditure

The school has whole-school systems and processes for the mental well-being of adults and children across the school. These systems and their impact are regularly reviewed and monitored and we do not presently consider they are significantly under-resourced. *With this in mind, we feel it best to concentrate our allocation of Catch-Up Premium funding on academic areas.* We are also resolved that the best people to support our children to catch-up are the staff who work with them day by day as they know the pupils' strengths and weaknesses; how to best motivate them and can reinforce learnt material through the course of the week.

Pupil Assessments (After School Reopening)

Year group	% ch not on track		
	Reading	Writing	Maths
R	32%	52%	25%
1	32%	41%	20%
2	25%	33%	27%
3	16%	18%	16%
4	23%	23%	16%
5	23%	28%	25%
6	12%	14%	14%

< 20%
20-30%
> 30%

Analysis of Assessment

There is a greater proportion of pupils not on track in EYFS and KSI. This is perhaps to be expected as these pupils will have had almost 100% of their school career disrupted by the pandemic whereas Year 6 pupils will have had around 1/7th disrupted i.e. equivalent of 1 year of their school life.

What the data does not show is the more forensic pupil by pupil analysis teachers carry-out in conjunction with members of the Senior Leadership Team and the Inclusion Manager. This is called a Pupil Progress Meeting, which scrutinises the *reasons* for pupils not being on track (e.g. school closure, special education needs and disability, lack of parental engagement etc.) and informs planning of provision for individual pupils. These Pupil Progress Meetings also look at the specific areas on which pupils who are not on track need to focus.

There is a great difficulty in putting additional academic support in place in Reception and Y1 due to the inappropriateness of children of that age doing Maths and English for the majority of their day in school and/or doing out of school hours tutoring. We are however resolved to target our Reception and Year 1 cohorts both this and next year through:

- additional reading with an adult time;

- making our 4 days phonics tutoring program 5 days;
- putting additional adult support into next year's Y1
- releasing class teachers (Year 2) for an hour per week for additional phonics tutorials.

Current Use of Funding:

- Employing high-quality supply staff to cover classes to enable class-teachers to do writing tutorials, Maths Pre-teaching and phonics interventions with pupils who are behind Expected Standards.
- Support staff being paid for additional reading with pupils in Key Stage 1.
- HLTA employed 5 afternoons per week to give phonics tutorials and relieve class teachers for Writing Tutorials and Maths Pre-Teaching.
- Employing a Teaching Assistant for one day per week for phonics tutoring.

Provision to come:

- All pupils behind in phonics have been offered 30 x 10 minute tutorials by a trained member of staff over the summer.
- Behind pupils in Key Stage 2 offered 15 x 1 hour tutorials over the summer holidays.
- HLTA employed for before school Maths pre-teaching for year 6 .

Expenditure this Academic Year

SPRING TERM				
Name	Rate	Days	Total	
Staff	16.31	6	97.86	
SUMMER TERM				
Name	Rate	Days	Total	
Staff	16.31	55	897.05	
Staff	16.31	55	897.05	
Staff	126.31	10	1,263.10	
Staff	126.31	22	2,778.82	
			5,836.02	
SUMMER TERM PLAN				
Name	Activity	Time	Per week	# Term days
Staff	Reading	1 hr	5	55
Staff	Reading	1 hr	5	55
Staff	Teaching	1/2 day	1	10
Staff	Teaching	1/2 day	2	22

Addendum (04.10.21)

Summer Holiday Tutorials

Daily 10 minute phonics tutorials took place for 36 pupils behind the Expected Standard in phonics. The aim was for these pupil to not slip backwards over the summer whilst they were not receiving full daily phonics sessions (as is frequently the case). One pupil did slip back but the others all either maintained a level or progressed. We were very pleased with this provision.

Tutorials also took place for 35 Key Stage 2 pupils behind in Maths. These 15 x 1-hour long tutorials implemented a bespoke programme addressing areas the individual had not fully grasped over the past academic year. There were also elements of reading support and writing practise as appropriate to the pupil(s). Attendance again was good, feedback in a survey of the parents was entirely positive and we await the assessments of these pupils at the end of term to help gauge the academic impact.

Additionally, 2 pupils who were new to English and had not had the exposure we had hoped for due to lockdowns received 15 x 1 hour-long tutorials each entirely focussed on their spoken English. This was implemented by a specialist EAL teacher who spoke their home language.

Autumn Term Provision

- HLTA employed to take before-school Maths pre-teaching classes for Year 6 for pupils working towards the expected standard.
- HLTA employed to promote and monitor daily reading engagement in Year 6 for pupils working towards the expected standard.
- Additional hours given to TA to promote and monitor daily reading engagement in Year 5 for pupils working towards the expected standard.
- Phonics tutorials for pupils behind EXS in Key Stage 1 implemented by employing a HLTA well-skilled in this and by employing TAs to relieve our current staff who are well-skilled in this. This totals 20 hours phonics tuition in total for the year.