



Hatfield Peverel, St Andrew's Junior School

Evidencing the Impact of Catch-Up Funding.

The catch-up funding is designed to help teachers and school leaders support their pupils effectively. It summarises support strategies that school leaders may consider as part of their response to the pandemic. How pupils are supported will be informed by the professional judgement of teachers and school leaders. Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life- as such this programme will run in conjunction with the Pupil Premium Grant. Most pupils may need an amalgamation of strategies.

Summary Information			
Number of pupils	201	Amount of catch up provided per pupil	£80
Total catch-up premium budget Academic Year 20/21	£16,160	Total catch-up premium budget Financial Year 20/21	£9427

Areas for improvement and baseline evidence of need:

- Children needing emotional support returning to school post lockdown 1.0
- Assessments needed to identify children no longer working at expected Age related- scaled scores available.
- IT devices in school need upgrading in order for children to access online interventions.
- Phonics, Spelling and Reading support.
- Key Maths skills support- number bonds and time-tables facts.
- Opportunities for staff to teach children in smaller groups to address any misconceptions in Maths.
- White Rose Maths booklets to allow children self-isolating paper access to appropriate and 'related' tasks.
- Writing will be supported to improve in all year groups. Parents reported that writing was the hardest subject area to support their child during lockdown 1.0.

Academic Year 2020/21			Total Fund allocated Financial Year 20/21 £9427	
Whole school Approach				80% of budget
Intent	Implementation	Funding allocation	Impact	Sustainability and Next steps
<p>To ensure a smooth return to school for all children, for all staff to have opportunities to meet all returning children.</p> <p>For staff to have additional time to plan for Whole school return in September 2020. Planning to be adjusted taking into account the 5 months of home-learning that had taken place.</p> <p>CARE curriculum to encompass recovery and wellbeing strategies to aid mental health of children following lockdown.1.0</p>	<p>All staff attended all children's school visits in summer term.</p> <p>Additional PPA sessions</p> <p>Inset day included ALL staff to take part in staff training on Recovery and attachment.</p>	£1902.16	<p>Children returned to school less anxious after lockdown 1.0 due to having opportunities to meet all staff they would be working with in September.</p> <p>Curriculum adjusted to meet needs of children and to ensure skills and knowledge are appropriate to their needs and the longer term curriculum plans.</p>	
<p>Same day Maths intervention to allow any misconceptions or gaps in learning (potentially caused by Lockdown 1.0) to be addressed.</p> <p>Children to be taught across year group bubbles to meet highest need.</p>	<p>Daily 'Maths Meets' from 12:50-1:05</p> <p>Support staff to be contracted to work to take small groups.</p>	£3334.50	<p>Any misconceptions or gaps in knowledge caused by Lockdown 1.0/ 3.0 to be identified and re-taught in order to improve knowledge. Confidence and recall.</p>	
<p>New technologies to allow children to access new apps (TTRS, 1,2,3 Maths, Nessy and Ed Shed)</p>	<p>Purchase of Kindle Fires 8HD during Amazon sale.</p> <p>X24 purchased</p>	£1416.40	<p>Children's daily, easy access to the intervention programmes purchased will impact progress made.</p>	



To assess children's English and Maths needs using a scaled assessment.	Purchase of NFER English and Maths assessments to be used at end of Autumn, Spring and Summer terms.	£899.36	Gaps in children's learning identified and scaled scores used to identify children who are no longer working at ARE or GDS.	
Academic Year 2020/21		Total Fund allocated £1,693.95		18% of budget
Targeted Approach				
Intent	Implementation	Funding allocation	Impact	Sustainability and Next steps
Improve speed in recall of number bonds and times tables	1,2,3, Maths online intervention	£493.35	Knowledge and recall of number bonds/ times tables Reduce gaps in children's knowledge.	
Specific literacy difficulty needs met with online spelling and reading program.	Nessy	£600	Improvement in phonic knowledge, decoding and comprehension of reading in children working with reading ages below chronological age.	
Re-enforcement materials of key Maths skills to be purchased to allow 'over-learning' and paper booklet work for children in isolation, without tech during lockdown 3.0 or those working below year group expectations.	White Rose Maths booklets	£600.60	Improvement of maths skills. Children able to access age-related, paper-based material if needed at home for whatever reason.	

Academic Year 2020/21			Total Fund allocated £180.63		
Additional approaches				2% of budget	
Intent	Implementation	Funding allocation	Impact	Sustainability and Next steps	
To meet needs of children's emotions following lockdown 1.0	Emotional support materials to be purchased and used as part of recovery plans in September 2020 and then when needed.	£180.63	Children's emotional needs met and their emotional wellbeing supported.		
Academic Year 2020/21 FINANCIAL YEAR 21/22			Total Fund allocated £6733		
Whole school Approach				100% of budget	
Intent	Implementation	Funding allocation	Impact	Sustainability and Next steps	
<p>Staff paid to teach specific Maths and English interventions.</p> <p>English interventions with a specific focus on phonics and writing to support less able readers and writers.</p> <p>Same day Maths intervention to allow any misconceptions or gaps in learning (potentially caused by Lockdown 1.0) to be addressed. Children to be taught across year group bubbles to meet highest need.</p>	<p>Daily phonics sessions to be taught wherever appropriate. Writing support sessions to be rolled out across school.</p> <p>Daily 'Maths Meets' from 12:50-1:05 Support staff to be contracted to work to take small groups.</p>	£6733	<p>Children who failed year 1 phonics test will have significantly improved phonics knowledge. Writing will improve across whole school.</p> <p>Any misconceptions or gaps in knowledge caused by Lockdown 1.0/ 3.0 to be identified and re-taught in order to improve knowledge. Confidence and recall.</p>		