

Catch-Up funding – planned expenditure



Amount of funding: £8,559 over 2 years
 Sept 2020 – Mar 2021 - £4,993– Action plan 1
 Apr 2021 – Aug 2021 - £3,566 – Action plan 2 (to follow after review)

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 Rivington Foundation Primary School, 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.

Chosen Action & Rationale for the choice	Implementation at Rivington Foundation Primary School	Milestones		Cost	Monitoring
		December 20	March 21		
<p>One to One & Small Group Tuition EEF - <i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i></p>	<p>Employ a HLTA– part time basis to provide intervention across UPKS2 and phonics intervention in KS1.</p> <p>Focus readers in every class – 1:1 reading sessions</p>	<p>Analysis of data – 85% of targeted children making accelerated progress.</p> <p>60% of targeted children achieving their prediction in their targeted subject area</p>	<p>Analysis of data – 100% of targeted children making accelerated progress</p> <p>85% of targeted children achieving their prediction in their targeted subject area</p>	<p>Cost of additional HLTA – 2 days - (contribution from Government funding only) = £2,650</p>	<p>Data analysis</p> <p>Impact Meeting minutes</p> <p>Notes from Pupil Progress meetings</p> <p>Lesson drop-ins</p>

Intervention Programmes EEF - <i>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</i>	Employ a TA to deliver daily phonics intervention to children in KS1	Intervention groups identified based on assessments. 70% of Year 2 pass Phonics Check.	75% of Year 2s on track to pass phonics check 75% of year 1 predicted to pass Phonics check	Part-time TA – 3 mornings = £1,993	Analysis of phonics data Observations of sessions Evidence of impact on pupil's independent work – book scrutiny.
	Participation in the NELI programme – time to release staff for training & purchase resources	Staff to undertake initial assessment of all Reception children. Identified staff to receive training online (8-10 hours).	Training completed Packs in school Intervention started – 20 week programme	Cover cost – 2x TAs x 2 days = £350	Analysis of baseline assessment outcomes. Drop-ins to sessions
Access to technology EEF - <i>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</i>	Purchase of internet dongles to enable children who do not have access to the internet at home, access to virtual lessons and on-line learning during the closure of class bubbles or national/ local lockdown.	Dongles purchased 100% of pupils accessing virtual lessons due to bubble closure, have access to lessons and internet activities	100% of pupils accessing virtual lessons due to bubble closure, have access to lessons and internet activities 85% of children isolating (not part of whole class shut-down) have access to lessons and internet activities	Cost of dongles – TBC (accessing support & devices from DfE)	Register of families without access to digital devices/ internet Loan agreements Register of pupils attending virtual lessons Evidence of work completed at home during isolation
Quality First Teaching of Early Reading, Reading and Mathematics	Whole staff guided reading training by LPDS to support effective practise across school.	Staff completed training.			

<p>EEF- <i>'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.'</i></p>	<p>Phase 4 and 5 Phonics Training for KS1 and LKS2 staff.</p> <p>Reading Strategies Training for all staff by LPDS to support the effective teaching of reading across school.</p> <p>Maths - concrete, pictorial and abstract training for all staff.</p> <p>Maths – Thinking through variation training for all staff.</p> <p>Maths – Bar Modelling training for all staff.</p> <p>Bounce Back Phonics with training purchased to support phonics intervention.</p> <p>Deliberately reduce workload (eg. Reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching - 7x 'Back on Track' Mary Myatt books purchased.</p>	<p>Staff feel confident in being able to effectively listen to and support children in learning how to read and comprehend.</p> <p>Staff can carry out baseline and progress reading and comprehension assessments to identify and support intervention.</p> <p>70% of Year 2 pass their phonics screening test.</p>			
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