



Catch-up funding – planned expenditure

Amount of funding:

Action plan for Expenditure

Sept 20 – March 21 – £ 9660.69

Apr 21 – Aug 21 - £6339.31

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 Perrymount 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.

EEF recommended strategy	EEF Rationale	Specific implementation at Perrymount Primary	Cost	Expected impact
One to one and small group tuition	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	KS2 to use two trained teachers one working as HLTA one as TA One to be assigned to Y6 every morning for both maths and literacy support – groups / individuals identified by class teacher. Years 3 to 5 individual and group support by HLTA – 6 children identified form each class by H and DHT for six-week programme. To be reviewed every 6 weeks.	£11,000	By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress. By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.

<p>Intervention programmes</p>	<p>'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'.</p>	<p>KS1 years 1 and 2 to use Ms Harper experienced RWI coordinator for additional assisted blending and reading practise – for 3 afternoons catch-up. 2 afternoon catch up to be used for basic mathematical skills and where the teaching of Maths No Problem shows specific gaps.</p>	<p>£2799</p>	<p>By providing maths and reading catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths and reading.</p>
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<p>Access to technology</p>	<p>'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.'</p>	<p>The purchase and implementation of online learning platform Maths Rock Stars for KS2 and Num Bots for KS1. To also use SEESAW as online learning programme which will be practised in class so children confident in accessing at home if class lockdown occurs.</p> <p>To survey parents to discover internet and computer access at home so if class lockdown occurs children can be targeted with either equipment on paper documents.</p>	<p>£201.</p> <p>£1000 – for 5 extra chrome books in case of lockdown.</p>	<p>By ensuring that children have access to quality maths and learning practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.</p>
<p>Supporting parents and carers</p>	<p>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'</p>	<p>The purchase of additional sets of R,W,Inc. phonic reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules.</p>	<p>£1000</p>	<p>By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.</p>

All the headings from [COVID-19 SUPPORT GUIDE FOR SCHOOLS](#):

Teaching and whole-school strategies

Supporting great teaching

Pupil assessment and feedback

Transition support

Targeted Support

One to one and small group tuition

Intervention programmes

Extended school time

Wider strategies

Supporting parents and carers

Access to technology

Summer support

Recommended governors' Q&A from The Key's [How to monitor and scrutinise the coronavirus catch-up premium](#)

1. What is the catch-up premium being spent on?
2. How is the catch-up premium going to support/supporting pupils to close learning gaps?
3. How is spending linked to our catch-up priorities? Are our catch-up priorities set out in an action plan or school improvement plan?
4. How did you decide what interventions or activities to spend the catch-up premium on?
5. Are all of our pupils getting the support they need to fulfil their potential?
6. How are parents informed about the use of the catch-up premium?
7. What are the main challenges in the use of the catch-up premium, and how are you working to overcome them?