



Catch-Up Funding 2020-21 – Recovery Strategy Impact

The government has allocated Catch-Up Funding to all schools following missed time in school due to Covid 19. This fund is ring-fenced as a contribution towards initiatives, which will support pupils to catch-up on missed learning. We have developed a funding plan for this academic year to ensure that this funding is utilised effectively to increase the progress and attainment of all pupils.

The school received £24,080 (£80 per pupil)

Tiered Approach	Identified Barriers to Learning	Targeted Approach to Support Recovery	Cost	Impact
Wider strategies	Many children returned from lockdown with significantly reduced social resilience. This meant that more time and attention needed to be spent on teaching children the strategies to resolve minor conflicts independently. The children's Characteristics of an Effective Learner were significantly reduced on return to full school life.	<p>Emotional Literacy Support Assistant work delivered by Family Liaison Officer.</p> <p>Teachers planned to give more time to rebuilding relationships through circle times. Teachers planned learning centred on children's interests in the 'here and now' through studying <u>Anna Ephgrave 'Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents'</u>. Adults in class spent more time talking with children as individual issues arose, such as lack of confidence and</p>	<p>£6,902</p> <p>£80 (books)</p>	<p>Teachers reported that children displayed more confidence in resolving minor conflicts themselves and were better able to know what they can resolve themselves and what they need to tell an adult about. This meant that class teachers began to spend less time sorting out minor conflicts and more time teaching.</p> <p>Children's attitude to learning and to each other improved. Children's belief in themselves as successful learners grew. As a result of learning being more child-centred, the children's motivation for and excitement about learning improved.</p>

		resilience in learning and minor conflicts in friendship groups.		
	Many of the children come from large busy families with limited space and access to devices.	Family Liaison Officer spent one day a week calling the parents of vulnerable children. Teachers phoned their families fortnightly or more if needed. Teachers received feedback on home learning offer and encouraged families to email children's work to their teachers for feedback.	0-role adjustment 0-role adjustment	Some families did email work to their teachers. Children did watch the lessons and Collective Worship. However, only a few parents were able to do any consolidation work or support their children with learning tasks. The data suggests that the progress and attainment impact of home-learning was disappointing. However, the children enjoyed the contact with their teachers and friends. This enabled them to continue to understand that they are valued members of a special community and made transition back in to school easier. Many families reported that they enjoyed watching the Collective Worships together.
	Many of the children returned with reduced Listening and Attention skills	Voices Foundation support for the teaching of singing across the school. Children sing cooperatively and this helps to rebuild relationships post-lockdown.	£1100	Teachers report children showing more confidence and enjoyment in their learning resulting in better engagement, listening and attention in learning.
Attendance	Many of the children's (especially hard-to-reach families) attendance was affected by fear of Covid and/or families had become accustomed to staying at home or arriving later because of the staggered start and end times of the school day.	Education welfare Consultant worked with our Attendance Officer, in reaching out to and meeting with parents to build/rebuild a relationship between school and home.	£2,100 This is a percentage of the total annual cost reflecting the increased and significant amount of time spent on Covid punctuality and attendance issues.	Parents understood that attendance at 'Lockdown School' was expected every day and not on a 'drop-in' basis and attendance improved. Out of lock-down, some fearful parents did listen and overcome their fears and sent their children to school so attendance improved for those children.

Interventions	Many of the children’s basic oracy, literacy and numeracy skills, as well as developmental progress, had regressed since the end of the autumn term 2020.	Nuffield Early Language Intervention provided accurate baseline assessment data to inform planning for Quality First Teaching and provide baseline for those taking part in the intervention.	£8974 This is a percentage of the total cost of NELI.	<p>Teachers report that children taking part were more confident in talking to their peers when playing and learning together. Teachers also reported that children were more confident in talking to adults about their learning.</p> <table border="1" data-bbox="1458 277 2128 831"> <thead> <tr> <th></th> <th>Baseline</th> <th>End</th> <th>Baseline</th> <th>End</th> </tr> <tr> <th></th> <th>All</th> <th>All</th> <th>PPG</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Much below 0-10th percentile</td> <td>32%</td> <td>3%</td> <td>36%</td> <td>4%</td> </tr> <tr> <td>Below avg (11-24th percentile)</td> <td>24%</td> <td>11%</td> <td>24%</td> <td>24%</td> </tr> <tr> <td>Low avg (25th-49th percentile)</td> <td>21%</td> <td>30%</td> <td>32%</td> <td>24%</td> </tr> <tr> <td>High avg (50th-74th percentile)</td> <td>17%</td> <td>23%</td> <td>8%</td> <td>24%</td> </tr> <tr> <td>Above avg (75th-100th percentile)</td> <td>3%</td> <td>19%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <p>At the end of Year 2: Reading: Yr 2 baseline 52% at EXS or better (58% at the end of the Autumn term). This dropped back to 52% after lockdown, but rose to 69% EXS or better at the end of the year. Writing: Yr 2 baseline 42% at EXS or better. This dropped to 34% after lockdown, but rose to 47% EXS or better at the end of the year. Maths: Yr 2 baseline 56% at EXS or better. This dropped to 49% after lockdown, but rose to 63% EXS or better at the end of the year.</p> <p>At the end of Year 1: Reading: Yr 1 baseline 64% at EXS or better. This dropped to 48% after lockdown after children had not retained their phonic knowledge. The sounds were retaught and the children were working at 50% EXS or</p>		Baseline	End	Baseline	End		All	All	PPG	PPG	Much below 0-10 th percentile	32%	3%	36%	4%	Below avg (11-24 th percentile)	24%	11%	24%	24%	Low avg (25 th -49 th percentile)	21%	30%	32%	24%	High avg (50 th -74 th percentile)	17%	23%	8%	24%	Above avg (75 th -100 th percentile)	3%	19%	0%	20%
	Baseline	End	Baseline	End																																			
	All	All	PPG	PPG																																			
Much below 0-10 th percentile	32%	3%	36%	4%																																			
Below avg (11-24 th percentile)	24%	11%	24%	24%																																			
Low avg (25 th -49 th percentile)	21%	30%	32%	24%																																			
High avg (50 th -74 th percentile)	17%	23%	8%	24%																																			
Above avg (75 th -100 th percentile)	3%	19%	0%	20%																																			

				better at the end of the year. A further 40% were just below the expected standard, working at 1 developing. Writing: Yr 1 baseline 48% at EXS or better. This dropped to 25% after lockdown due to similar reasons as reading. The children were working at 27% EXS or better at the end of the year. A further 54% were just below the expected standard, working at 1 developing. Maths: Yr 1 baseline 49% at EXS or better. This dropped to 35% after lockdown, but rose to 43% EXS or better at the end of the year. A further 47% were just below the expected standard, working at 1 developing.
	Regression in children's literacy skills.	Assistant Head Teacher reading 1:1 with more vulnerable pupils in Yr 2. This was to boost word reading and comprehension.	£11,214	Teachers reported that these children enjoyed reading more and were more confident in their approach. Their reading became more fluent and they were excited to talk about what they had read.
	In EYFS, some children's fine motor skills had regressed, which impacted upon the quality of children's writing and their stamina.	Fine Motor Skills intervention group daily to improve hand strength, core strength and fine motor coordination	£4,500	Children showed increased stamina and pencil control in their focus writing groups
	Some children with social and emotional needs in Key Stage 1 were unable to access learning in the classroom. They struggled to settle in to a routine.	Goslings 1:2 nurture provision to enable children to engage in learning and believe in themselves as successful learners.	£12,009	Children were proud of their completed tasks, which included writing, maths, reading as well as art and cooking activities
School's total spend on Covid Catch-up 2020-21			46,799	