

Catch-up funding expenditure: Report to governors: 2020/21

Funding received	
Autumn	£5,940
Spring	£7,921
Summer	£9,899
TOTAL FUNDING AVAILABLE	£23,760

Objectives in spending catch-up funding:

(GOV.UK): Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. DfE asks that schools and other settings meet the following key expectations for the school curriculum for academic year 2020 to 2021:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to **create time to cover the most important missed content**. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an **emphasis on reading**.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so **teaching time should be prioritised to address significant gaps** in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
3. **Plan on the basis of the educational needs of pupils**. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems.
4. **Develop remote education so that it is integrated** into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.

Early years practitioners:

- focusing more on the **prime areas of education**
- **assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.**

Key stages 1 and 2:

- **prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics)**
- identifying opportunities across the curriculum so they **read widely, and developing their knowledge and vocabulary.**

“Schools have the flexibility to spend their funding in the best way for their cohort and circumstances”.

Projected spending by item/project:

Item/project	Cost	Objective
AUTUMN TERM (8 weeks) Funding received: £5,940		
Additional support staff time for SEND pupils (20 hours per week; 8 weeks)	£1,600 (£10/hour)	To enable increased capacity of Y1-Y6 teaching staff to ensure ongoing QFT of SEND pupils
Appoint 2 EYFS apprentices (full year - Autumn term costs)	£2,065 (£258/week)	To support FS team, enabling increased capacity of teaching staff to assess and address gaps in language, early reading and mathematics
Year 6 after school boosters (session per class, every week Nov-May for Y6; June for Y5 – 3 hours x 7 weeks)	£735 (£35/hour)	To address gaps with specific groups of pupils relevant to individual needs in advance of KS2 tests
Additional intervention for LKS2 (8 hours per week; 8 weeks)	£640	To target identified gaps with identified individuals in Y3/4
<i>REMAINING FUNDING</i> <i>Equivalent to 4 days M6 Supply teacher costs</i>	(£900)	<i>To ensure children are able to continue to access QFT during Covid times and classteacher absence</i>
SPRING TERM (11 weeks) Funding received: £7,921		
Appoint 2 EYFS apprentices (full year - Spring term costs)	£2,840	To support FS team, enabling increased capacity of teaching staff to assess and address gaps in language, early reading and mathematics
Year 6 after school boosters (session per class, every week Nov-May for Y6; June for Y5 – 3 hours x 11 weeks)	£1,155 (£35/hour)	To address gaps with specific groups of pupils relevant to individual needs in advance of KS2 tests
<i>REMAINING FUNDING</i> <i>Equivalent to 18 days M6 Supply teacher costs</i>	(£3, 926)	<i>To ensure children are able to continue to access QFT during Covid times and classteacher absence</i>
SUMMER TERM (12 weeks) Funding received: £9,899		
Appoint 2 EYFS apprentices (full year - Summer term costs)	£3,100	To support FS team, enabling increased capacity of teaching staff to assess and address gaps in language, early reading and mathematics
Year 5 after school boosters (session per class, every week Nov-May for Y6; June/July for Y5 – 3 hours x 12 weeks)	£1,190 (£35/hour)	To address gaps with specific groups of pupils relevant to individual needs in advance of beginning Y6
<i>REMAINING FUNDING</i> <i>Equivalent to 25 days M6 Supply teacher costs</i>	(£5,609)	<i>To ensure children are able to continue to access QFT during Covid times and classteacher absence</i>

How will impact/effectiveness be assessed?

- ★ From an initial baseline, formal and informal ongoing assessments will monitor and measure impact against a standardised score.
- ★ Progress will be monitored from their post-lockdown September starting point and then once 'back-on-track' we will track back from their end of FS/Y2/Y4 point to ensure good progress over each KS/milestone.
- ★ We will review impact and next steps at the end of each term following formal and informal assessments and will review plans according to identified need.
- ★ Depending on Covid lockdown/remote learning over each term and the impact on classes/individuals, identified children will also be regularly reviewed to ensure children are prioritised according to most need.

The impact of spending 2020/21:

Unfortunately the impact of Covid throughout the 2020-21 academic year resulted in many of our intentions not being realised.

The Autumn term began well. The children returned from the lockdown at a better starting point than we anticipated as a result of an effective remote learning programme that had focused on key skills and repetition/practice to develop mastery. Also, prioritising wellbeing at the start of term ensured the children felt happy and safe and were ready and keen to learn.

The appointment of additional support staff time for SEND pupils initially enabled increased capacity of the Y1-Y6 teaching staff to ensure ongoing QFT of SEND pupils and targeted support for some of our most vulnerable children.

We appointed 2 EYFS apprentices to support the FS team, initially enabling increased capacity of teaching staff to assess and address gaps in language, early reading and mathematics, however by the end of the year, both apprentices had withdrawn from the programme (we have since re-appointed).

Additional intervention for LKS2 also began immediately, targeting identified gaps with identified individuals in Y3/4.

Year 6 began their after school boosters straight after October half term, however, a key member of their teaching team suffered Covid early November and did not fully return until June 2021.

The same was true for a number of key teaching staff and therefore this resulted in a significant amount of the catch-up funding being used to pay for supply cover **to ensure high quality teaching and learning was maintained for the MAJORITY rather than the minority as this was felt to be the best use of the funds considering the circumstances we found ourselves in.**

As a result, end of year data regarding both progress and attainment over 2020-21, was very positive for the vast majority of pupils (see internal data tracking).