

Snettisham Primary School

COVID Catch-Up Funding 2020/21



The Government are providing £650 million of universal catch-up premium funding, schools are being allocated on a per pupil basis with a total of £80 for each pupil in Reception to Year 11. Our school currently has 96 **children on roll** and we receive **£7,860** to support the catch-up for lost teaching over the period when schools were asked to close for the majority of children. Snettisham Primary School has used research from the Education Endowment Foundation (EEF) to produce an action plan of how the money will be spent.

Tier 1 - Teaching			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Supporting teachers, particularly early career teachers, through regular CPD sessions.	<i>CPD, reflection and feedback has effects across all age groups, increasing quality first teaching.</i>	Half-termly by the SLT, English and Mathematics Lead	£2,000 Spent on cover tch
Assessment to identify the particular gaps in learning and to address these through targeted teaching. (Gap analysis; PixL)	<i>Assessment and analysis of cohort and individual gaps can help teachers determine how to most effectively support their pupils.</i>	Autumn 1 st by the English & Maths subject leads & SLT Ongoing through assessment schedule	£500 Spent on resources
High quality feedback – Live marking	<i>Feedback studies tend to show very high effects on learning. Feedback has effects across all age groups.</i>	Half-termly book looks by subject leaders and AHT's	Ongoing
Transition event – 4 th September 2020	<i>Planning and providing transition support is likely to be an effective way to ensure pupils start the new year ready to learn.</i>	SLT to monitor effectiveness of transition in the first two weeks	Ongoing
<p>Reviewed August 2021 – allocated funds were spent. RAG RATING GREEN Staff have received CPD to support pupils this academic year. We have paid cover costs for SLT to attend core subject meetings to discuss and plan catch up strategies. These meetings have included developing amended plans for SEND pupils and materials to support Teaching assistants with pupils who need support in maths. Our ECT has accessed all CPD on a school and Trust level designed to enable her to improve her own skills rapidly to support pupils- as a result she was able to pass her assessments each term. Half termly books look showed that pupils across the school were learning within our curriculum expectations across subjects and that pupil behaviour was well supported by our transition events in September.</p> <p>Impact</p> <ul style="list-style-type: none"> • CPD enabled teachers and teaching assistants to support pupils in class and remotely. • Through live marking and skilled staff using adapted materials, all pupils made progress from Sept 20 baseline. • NQT passed her assessments. • Core subject leads and other middle leaders, gave advice to staff regarding adjustments and plans- through email, zoom meets and face to face. • Transition event was successful for re integrating pupils. A lovely moving event. • Class dojo has been very successful and popular with families – remains in use now 			

Tier 2 – Targeted Academic Support

Strategy	EEF Supporting Evidence	Monitoring	Cost
Before school intervention for KS2 children. Spring Term Implementation	<i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.</i>	Children identified at the end of Autumn Term by AHT's Maths booster supported some increases in arithmetic scores July 21	£1000 Tch cover for club and additional support
One to one and small group tuition for identified vulnerable pupils .	<i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i> <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i>	Children identified at the end of Autumn 1 st by AHT's NTP made impact for pupils so all those targeted for additional support retained prior attainment or better. 100% made progress 65% accelerated progress	£2,000 Regular sessions with NTP tutor for 15 pupils (£950-£1100 underspend)
Extra Phonics Teaching & Extra RWI books	<i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i>	Sept Phonic Baseline Y1 = 0/14 July result = 11/14 79% Sept Phonic Baseline Y2= 8/13 July = 11/13 85% EYFS/KS1 AHT to monitor progress every half-term	£500 Resources ordered and additional CPD covering NTP underspend

Reviewed August 2021 – allocated funds were spent. **RAG RATING GREEN (underspend reallocated to additional CPD for RWI)**

- We targeted support to vulnerable groups with our strategy to boost disadvantaged attainment so gaps between those pupils and others did not widen. The pre-school booster became an after school booster to support staff wellbeing and capacity. This took place on a weekly basis and was led by AHT for Y5/6. Impact was increased maths outcomes in KS2 maths test with increased arithmetic and reasoning scores.
- NTP tuition took place during spring term too – this was during class time and used our own curriculum materials. Pupils gained great feedback and confidence to interact confidently. Data shows impact with these pupils from Y1-Y4 retaining and increasing prior attainment. Gaps between disadvantaged pupils and peers did not widen.
- Extra phonic teaching and resources had a good impact with Y1,2 and pupils in KS2 benefitting from additional support to increase phonic skills. Daily lessons and additional support in the day boosted early reading skills so that outcomes increased in YR/1/2. Targeted pupils in KS2 also increased reading scores and phonic knowledge.

Tier 3 – Wider Strategies

Strategy	EEF Supporting Evidence	Monitoring	Cost
----------	-------------------------	------------	------

<p>Pupils to receive targeted support from Lego Therapy Worker SLT to take part in Anna Freud Mental Health Link Programme to ensure good support between agencies for pupils and families</p>	<p><i>On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p>	<p>Half-termly meetings with practitioner and Headteacher Online learning community Anna Freud</p>	<p>Allocated last financial year</p>
<p>Ensure that children and parents who need to self-isolate are able to have direct communication with their class teacher, receiving feedback and support with work that has been set.</p>	<p><i>To support learning, how technology is used matters most. Providing support and guidance on how to use technology effectively is essential.</i></p>	<p>SLT ensure Class Dojo in place by end of Autumn 1st & then monitor provision every half-term</p>	<p>£1,500 Cover for SLT cost £500 Underspend £1,000</p>
<p>To provide free Breakfast Support for those with vulnerabilities.</p>		<p>SLT assess need every half-term</p>	<p>£500 Offered to AJW, EJW, EB</p>
<p>Reviewed Aug 20-021 – allocated funds were mainly spent, carry forward £1,000 for additional breakfast spaces and supporting bobtails pre school</p> <ul style="list-style-type: none"> • Mental health CPD took place for staff to help pupils and community. • Lego therapy enjoyed by all pupils that were targeted for talking and regulation focused support • Increased number of families supported by school in FSP, SEND, nelson journey and zoom community sessions • Targeted pupils attended breakfast club and increased attendance and learning • Dojo engaged school community well and gave good remote support during lockdown to share learning – positive feedback given by staff and families 			