

# 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
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 <sup>st</sup> by the English & Maths subject leads & SLT Ongoing through assessment schedule	£500
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	-
Transition event – 4 <sup>th</sup> 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	-
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 <b>Y4/5/6 Mixed maths booster Maths -10% pixl average Sept 20</b>	£1000
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>	Children identified at the end of Autumn 1 <sup>st</sup> by AHT's	£2,000

	<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>	<i>Sept Baseline shows FSM cohort with low attendance and engagement need prioritising 0/2 Y2 EXS Reading ages Phonic</i>	
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>	<i>Sept Phonic Baseline Y1 = 0/14 Sept Phonic Baseline Y2= 8/13 EYFS/KS1 AHT to monitor progress every half-term</i>	£500
<b>Tier 3 – Wider Strategies</b>			
<b>Strategy</b>	<b>EEF Supporting Evidence</b>	<b>Monitoring</b>	<b>Cost</b>
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	<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>	Half-termly meetings with practitioner and Headteacher Online learning community Anna Freud	Allocated last financial year
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.	<i>To support learning, how technology is used matters most. Providing support and guidance on how to use technology effectively is essential.</i>	SLT ensure Class Dojo in place by end of Autumn 1 <sup>st</sup> & then monitor provision every half-term	£1,500
To provide free Breakfast Support for those with vulnerabilities.		SLT assess need every half-term	£500