



Coronavirus Catch-Up Grant - Reporting Tool

1. Summary information 2020/21					
	Number	Percentage		Number/£	Percentage
Academic Year	2020-2021		Total Catch-Up Grant awarded to the school	£5120 (before adjustments – additional 14 pupils to be funded for = £1120)	
Pupils on roll	77		Number of pupils identified to receive personalised support through the grant	20	26%
Entitled to the PPG	18	23%	Number of pupils entitled to the Pupil premium who <u>will also</u> be receiving support through the Catch-Up Grant	7	20%

2. October 2020 attainment baseline - outcomes obtained through the Trustwide data drop using standardised assessments where appropriate																								
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP
Achieving the EYFS ELG in reading	7	1	78	50																				
Achieving the EYFS ELG in writing	7	1	78	50																				
Achieving the EYFS ELG in number	7	1	78	50																				
Meeting/exceeding EXS in reading					6	1	60	100	14	3	70	60	9	1	69	100	7	1	88	50	3	2	75	100
Meeting/exceeding EXS in writing					7	1	70	100	13	2	65	40	10	1	77	100	7	1	88	50	3	2	75	100
Meeting/exceeding EXS in maths					8	1	80	100	13	3	65	60	8	1	62	100	7	1	88	50	3	2	75	100
Meeting/exceeding EXS standards - reading, writing & maths combined					5	1	50	100	12	2	60	40	7	1	54	100	7	1	88	50	3	2	75	100

3. Barriers to making good progress faced by pupils selected to receive support through the Coronavirus Catch-up Grant

In-school barriers *(issues to be addressed in school)*

A.	Readiness to learn and emotional dysregulation on return to school has meant that a minority of vulnerable children are not ready to learn and need support with regulation in order to get the most from the QFT and curriculum.
B.	Some key areas of learning in reading writing and maths is showing gaps in basic skills that need revisiting before moving on with learning.
C.	A small number of children have dipped in terms of their outcomes and need additional support to catch up.

External barriers *(issues which also require action outside school, such as low attendance)*

D.	Some children had very different experiences of education during school closure and these differences are showing in the gaps that children have in learning.
E.	Our youngest children had limited access to preschool/nursery provision and so need additional support to settle into school.
F.	Attendance has been good since our return, but this may be disrupted over the coming months if bubbles or school closure becomes necessary.

4. Planned coronavirus catch-up grant expenditure *(only record catch-up support that will be funded by the grant and is additional to provision/interventions already in place)*

i. Small group academic catch-up support (interventions)

Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation: term / how often / session length / duration in weeks / group size	Delivered by: tutor, teacher, TA, HLTA, therapist etc.	No. of pupils receiving this support	No. of these entitled to the PP	Year group/s	Review date
<p>Gaps are filled in mathematics for pupils in KS2.</p> <p>Children supported to get 'back on track' in their learning, with the majority of pupils returning to achieving ARE by the end of the intervention period.</p>	<p>Teacher to support small groups of children while consistent supply teacher teaches the class</p>	<p>EEF – small group tuition is shown as having moderate impact for moderate cost.</p> <p>October assessments showed gaps in basic skills understanding (four operations and x tables knowledge has dipped) and difficulties with reasoning and problem solving. Children identified are having some significant challenges with maths.</p>	<p>One day per week for 15 weeks.</p> <p>Teacher to teach small groups and pairs, with the supply teacher with the rest of the class.</p> <p>Each group session will be for approximately one hour for small groups and shorter for paired work.</p>	<p>Teacher (with supply teacher support for rest of class)</p>	<p>Maths – 8</p> <p>Reading – 7</p> <p>Writing – 7</p>	3	Year 3 and 6	<p>Initial review after 6 weeks, Review after 12 weeks with a decision to finish after 15 weeks or extend if more</p>

		Evidence will be through ongoing formative and summative (end of Term 2 and 4) assessment as well as assessment at the end of the academic year.							funding becomes available through retrospective adjustment.
<p>Gaps are filled in reading, with particular attention to comprehension for pupils in KS2.</p> <p>Children supported to get 'back on track' in their learning, with the majority of pupils returning to achieving ARE by the end of the intervention period.</p>	<p>Teacher to support small groups of children while consistent supply teacher teaches the class</p>	<p>EEF – reading comprehension strategies are shown as high impact for low cost. As this is to be undertaken in a small group/paired scenario, the cost is higher however.</p> <p>October assessments and observation in classroom shows that some children are having some significant challenges with reading comprehension, and this has dipped.</p> <p>Evidence will be through ongoing formative and summative (end of Term 2 and 4) assessment as well as assessment at the end of the academic year.</p>							
<p>Gaps are filled in writing for pupils in KS2.</p> <p>Children supported to get 'back on track' in their learning, with the majority of pupils returning to achieving ARE by the end of the intervention period.</p>	<p>Teacher to support small groups of children while consistent supply teacher teaches the class</p>	<p>EEF – small group tuition is shown as having moderate impact for moderate cost.</p> <p>October assessments and observation in classroom shows that some children have dipped in writing skills and, in particular, with their grasp and application of grammar.</p> <p>Evidence will be through ongoing formative and summative (end of Term 2 and 4) assessment as well as assessment at the end of the academic year.</p>							
Funding allocated to SMALL GROUP CATCH-UP SUPPORT									£3,000

ii. Individual academic tuition / support - instruction / mentoring / online platforms / interventions etc.								
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation: term / how often / session length / duration in weeks / group size	Delivered by: tutor, teacher, TA, HLTA, therapist etc.	No. of pupils receiving this support	No. of these entitled to the PP	Year group/s	Review date
<p>Individual pupils in Year 3 are ready to learn in class. Progress in learning accelerates for these pupils.</p> <p>Anecdotal evidence shows more positive learning behaviours, attitudes to learning and resilience.</p>	<p>Individual emotion coaching, focusing on emotional regulation.</p>	<p>EEF Toolkit – Social and Emotional Learning – moderate impact for moderate cost.</p> <p>All children identified have significant emotional barriers to accessing the full curriculum and this has been exacerbated through the period of school closure and subsequent return.</p> <p>Evidence will be through evaluation of how children are accessing the learning in class, and through their progress as evidenced through summative assessments at Easter and at the end of the academic year.</p>	<p>One session per week with a coach (NT) for an initial period of six weeks.</p> <p>Review at end of six week period to determine if sessions need to continue for longer.</p>	<p>NT, Emotion Coach</p> <p>(initial £300 followed by allocated £100 for any additional sessions)</p>	4	3	3	End of Term 2
<p>Individual tuition for identified children through the National Tuition Programme enables them to get back on track with their learning in the selected intervention (from baseline analysis in October).</p> <p>As many as possible of these children to be working within their year group curriculum,</p>	<p>Individual 1:1 Tuition</p>	<p>EEF Toolkit – moderate impact for high cost, although the cost of this is subsidised so this makes the cost/effectiveness ratio better.</p> <p>Children have been carefully selected after October baselines and their area of most urgent need will be targeted through 1:2 or 1:3 tuition through NTP.</p> <p>Evidence of impact will be through ongoing reviews with the chosen tuition company, and in school assessments.</p>	<p>Block of fifteen hours for each child focusing on their most immediate, identified need initially. One hour per week for fifteen weeks to take place during school time. If more funding becomes available (October census), this may be extended for some children with wider gaps.</p>	<p>Tutor from NTP (cost for 9 pupils £825)</p> <p>Tutoring company - Teaching Personnel</p>	9	2	KS2	Weekly updates from tutors, mid point review and end point evaluation.

and show accelerated progress in their area of challenge, by the end of the fifteen-week block. For some children small steps of success will be measured as they may remain working below ARE (as before school closure).								
Paired additional reading sessions for children in Year 3 to support accelerated progress in reading, especially for our priority readers (lowest 20%).	Additional TA time for individual reading, supervised and planned by the class teacher	Focus will be on supporting decoding as well as reading comprehension strategies. EEF - high impact for very low cost. Evidence will be through ongoing formative and summative (end of Term 2 and 4) assessment as well as assessment at the end of the academic year.	Two hours per week provided. Each identified pair to have two additional 20 minute sessions of individual reading support per week.	TA (fifteen weeks based on hourly rate = £400) Additional resources to support this £60	6	3	Y3	End of Term 2 and Term 4
Funding allocated to INDIVIDUAL TUITION & SUPPORT								£1625
iii. Other approaches								
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation: term / how often / session length / duration in weeks / group size	Delivered by: tutor, teacher, TA, HLTA, therapist etc.	No. of pupils receiving this support	No. of these entitled to the PP	Year group/s	Review date
All children in our school make great progress and catch up any gaps in learning they might have. All children make at least the equivalent of one year's progress from baseline	Supporting QFT for all children 1. Focus on clear progression in reading and writing; 2. KS2 whole class comprehensi	EEF: Feedback; Reading comprehension strategies (VIPERS); Guidance from Pupil Premium Guide (EEF) states: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged students." This is	N/A	Teachers Cost: Whole class reading comprehension in KS2 - £1400 approx for resources. Additional White Rose resources (work books) for	All (77)	18 (23%)	All	PPMs in term 2 and term 4 End of year teacher assessments in July

<p>assessments in October 2020 to July 2021.</p> <p>Focus on reading, writing and maths.</p>	<p>on approach using novels;</p> <p>3. Additional resources and support for White Rose Maths;</p> <p>4. Additional reading sessions after school for Year 6 (Book Group);</p> <p>5. Coaching 15 focusing on teaching in English and maths;</p> <p>6. WALKTHRU approach to staff development focused on questioning and feedback.</p>	<p>also true of the Catch Up Premium.</p>		<p>KS1 and Year 3 - £300 approx.</p> <p>Year 6 Book Group resources - £160 approx</p>				
<p>Children in Reception make great progress in developing early language.</p>	<p>NELI (Nuffield Early Language Intervention)</p>	<p>EEF funded approach. Several robust EEF trials, have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average 3 months of additional progress compared to children in the comparison group.</p>	<p>Beginning in Spring Term 2021. Up to five children in the group, delivered by TA.</p>	<p>TA</p> <p>Cost – release time for training = approx. £160 (supply one day)</p>	<p>5</p>	<p>TBC</p>	<p>YR</p>	<p>Ongoing review through the twenty week programme</p>
<p>Funding allocated to OTHER APPROACHES</p>								<p>£ 2020</p>

5. Additional detail

We are expecting some additional funding as our numbers have increased substantially, so we have gone slightly over our current funding allocation. We have been funded for 64 pupils currently and so we should be eligible for an additional £1120. When this is received, we will review provision and make decisions based on the progress of the identified pupils.

Focus has been rightly placed on children in KS2 as this is our area of most urgent need in terms of the number of children needing additional support and, with our limited funding as a small school, we have had to prioritise. We are very aware of a small number of children in Years 1 and 2 who are being supported in class and are also having other interventions in school to ensure that they catch up, but this is part of our usual practice.

Our EYFS teacher is working hard to provide additional support to those children who have had limited nursery education and so need something slightly different at the beginning of their Reception year. This is being done through our existing provision.

	Total budgeted cost	£6645
	Total Catch Up Fund	£6240
	Overspend/underspend	£405

Coronavirus Catch-Up Grant – Impact Review (July 2021)

1. Summary information 2020/21					
	Number	Percentage		Number/£	Percentage
Academic Year	2020-2021		Total Catch-Up Grant awarded to the school		
Pupils on roll			Number of pupils identified to receive personalised support through the grant		
Entitled to the PPG			Number of pupils entitled to the Pupil premium who <u>will also</u> be receiving support through the Catch-Up Grant		

2. July 2021 attainment summary – outcomes captured through statutory assessment processes and standardised tests as appropriate																								
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP	No. all	No. PP	% all	% PP
Oct 2020: Achieving the EYFS ELG in reading																								
July 2021: Meeting/exceeding the EXS in reading																								
June 2021: Meeting phonics screening threshold																								
Oct 2020: Achieving the EYFS ELG in writing																								
July 2021: Meeting/exceeding the EXS in writing																								
Oct 2020: Achieving the EYFS ELG in number																								
July 2021: Meeting/exceeding the EXS in maths																								
Oct 2020: Meeting/exceeding EXS in reading																								

Desired outcome	Chosen action/approach	Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not.	Lessons learned	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Reference the extent to which the success criteria were met. Refer to those entitled to the PPG as well as those who are not.	Lessons learned	Cost

4. Summary

Chosen coronavirus strategies that had the greatest impact on outcomes for pupils (top 3):

- i.
- ii.
- iii.

What made these strategies particularly successful?

Moving forward, how will you use this learning to pupils' advantage?

	Coronavirus Catch-Up Grant Income	£
	Coronavirus Catch-Up Grant Expenditure	£
	Balance	£