

# Clenchwarton 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 have **205 children on roll** and we receive **£16,400** to support the catch-up for lost teaching over the period when schools were asked to close for the majority of children. Clenchwarton Primary School have 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>Feedback has effects across all age groups.</i>	Half-termly by the SLT	£1,000
Assessment to identify the particular gaps in learning and to address these through targeted teaching. (Gap analysis; PixL)	<i>Assessment can help teachers determine how to most effectively support their pupils.</i>	Autumn 1 <sup>st</sup> by the English & Maths subject leads & SLT	£400
Extra Phonics Training for staff	<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>	RWI Lead to monitor training every half term	£1800
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/After school intervention for key year groups for identified children.	<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 every half-term by AHT's  Baseline (Read/Write/Maths): Y1 – 34% - 28% - 34% Y2 – 63% - 53% - 73% Y3 – 58% - 62% - 61% Y4 – 61% - 61% - 64%	£5,100

		Y5 – 62% - 58% - 72% Y6 – 83% - 79% - 75%	
One to one and small group tuition.	<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 every half-term by AHT's	£3,780
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>	EYFS/KS1 AHT to monitor progress every half-term Baseline (Phonics): Y1 – 0% Y2 – 57%	£2000
<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 our Thrive practitioner	<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 Pastoral Support and Headteacher	£800
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. Improve access to technology.	<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	£1,000
Using Teaching Assistants within the bubble to support should a teacher be off.		SLT every half-term	£520

£5100= 1 hour, 4 x week for 21 weeks for 4 year groups

£3,780= 1 hour, 3x a week, for 21 weeks for 4 year groups