



# St. Michael's CE Primary School

## Catch-Up Funding Report 2020-21

### Introduction

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

### Summary Information

<b>Academic Year</b>	2020/21	<b>Total Catch-up Funding budget</b>	£8,480 (paid in 3 tranches)
<b>Total number of pupils</b>	102	<b>% of pupils eligible for Catch-up Funding</b>	All pupils in need of catch-up intervention; these needs are variable. (~40%)

Main barriers to learning/gaps identified following the full return to school	
September, 2020	
A	Very poor phonic skills; loss of phonic knowledge (esp KS1); pupils' reading attainment very low (all key stages)
B	Loss of maths fluency skills (esp KS2); pupils' maths attainment very low (all key stages)
C	Reduced stamina for writing (all key stages)
D	Some increased anxiety amongst pupils (though not as significant as expected)

Expenditure		Cost: £8,480 (supplemented by Pupil Premium budget)	
Action	Intent and Rationale	Implementation	How will impact be assessed
<p>The school has employed a part-time experienced Teaching Assistant (mornings only) to run structured intervention groups and/or one-to-one support in:</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Maths fluency</li> <li>• Writing stamina</li> <li>• Nurture</li> </ul> <p>This action runs alongside Quality First Teaching and whole-school strategies which are in place. Class provision maps outline in detail the gaps (informed by robust baseline assessment and AfL) and interventions put in place to plug gaps. Impact is assessed termly.</p>	<p>Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could</p>	<p>Interventions include:</p> <ul style="list-style-type: none"> <li>• Targeted phonics support: <i>to recall and use appropriate phonic knowledge</i></li> <li>• One to one reading: <i>to improve fluency and automaticity</i></li> <li>• Fluent in Five: <i>to improve fluency outcomes</i></li> <li>• Progress in Learning Mathematics (PLM): <i>to improve understanding of numbers to 1000</i></li> <li>• Speed up programme: <i>to improve movement &amp; strength for writing</i></li> <li>• Handwriting &amp; letter formation: <i>to improve stamina for writing</i></li> <li>• Nurture: <i>to support emotional needs</i></li> </ul>	<p>Impact of interventions is assessed termly.</p> <p>Class provision maps outline impact and next steps.</p> <p>Progress data is analysed in Terms 2, 4 and 6.</p> <p>Standardised tests (PIRA; PUMA) alongside Reading assessments and AfL inform teacher assessment.</p>

	<p>be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils.</p> <p><i>(Education Endowment Fund guide to supporting school planning: A tiered approach to 2021)</i></p>	<p>Intervention programme size is dependent on need and ranges from one-to-one, to groups of up to five children.</p> <p>Year group support ranges from Year 1 to Year 6.</p>	
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