



St Patrick's Catch up Funding 2020-2021 v1.0

School		St Patrick's, Dipton			
Academic year	2020/21	Catch-up funding Budget	£13,040	Date of implementation	End of autumn term 2020
				Date of review	Spring term 2021 This document was reviewed due to the introduction of a national lockdown and the implementation of a revised risk assessment within school in January 2021. Planned interventions and the deployment of some additional staff had to be deferred. This will now be targeted for the remainder of this current academic year.
				Date of latest review Date of next review	End of spring term 2021 End of summer term 2021
Total number of pupils on roll	September 2020 - 164				

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

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 guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Summary of desired outcomes

Attainment and progress

- Emotional wellbeing - ensure emotional needs of children are being met and reintegration to school, regarding expectations and routines, is well-supported;
- Focus on Early Years Foundation Stage (EYFS) – targeted support to ensure pupils make good progress from starting points in terms of % achieving a good level of development;
- Y1 – Y6 positive progress evident from starting points in terms of standardised assessments in reading and maths;
- Y1 – Y6 Positive progress evident from starting points in terms of writing, spelling, punctuation and grammar;
- Y6 well prepared for transition to Key Stage 3.

Amount	Allocation £13,040
£10,796	Additional teaching assistant support Reception – Y6 Allocation varies between classes depending on additional support already allocated and 'baseline' starting points indicated by standardised assessments and teacher assessments in autumn term.
£900	Y4 teacher additional class support
£1,316	National Tutoring Programme – after school interventions in Y4, Y5 and Y6 involving 27 pupils

Monitoring

Senior Leadership Team (SLT)	The SLT will monitor the impact of additional support at the end of each half term. Standardised assessments, along with on-going teacher assessment, will indicate the effectiveness of support across year groups. When it is safe and manageable to do so, the reintroduction of work scrutiny will be a further indicator of progress.
The Governing Body	The Standards and Curriculum Committee regularly scrutinise pupil performance – link meetings are arranged with subject/key stage leads. The Resources Committee ensures budget is allocated appropriately. The Full Governing Body – review the allocation and impact of funding streams termly.

Catch-Up Intervention Spring 2 Update April 2021

Year group	Additional support has allowed:	Reason/desired impact
Reception	<ul style="list-style-type: none"> • Fine motor group • Vocabulary development • Phonic intervention group 	<ul style="list-style-type: none"> • Development of pencil grip, control and formation of letters • Develop ability to instructions and answer questions • Consolidation of phase 3 phonics • Blending and segmenting CVC words confidently • Writing simple captions and sentences
Year 1	<ul style="list-style-type: none"> • Additional reading time given to targeted pupils • Catch-up phonics groups • Catch-up maths groups 	<ul style="list-style-type: none"> • Those who need work on fluency and comprehension • Consolidation of earlier phases to ensure secure knowledge of basic sounds. • Cover gaps in understanding
Year 2	<ul style="list-style-type: none"> • Teacher release for 1:1 maths assessment • Additional reading time allocated to targeted pupils • Additional phonics assessments to be completed • Timetable adjustments and the completion of practical tasks linked to well-being focus after wider re-opening 	<ul style="list-style-type: none"> • Enable more bespoke planning • Re-assess reading levels and allocate new books accordingly • Ensured individual work packs collated and sent home – misunderstandings revisited • Pupils able to adjust positively to return to school
Year 3	<ul style="list-style-type: none"> • Release for 1:1 emotional well-being • Additional spelling and handwriting intervention in small groups • Additional small-group support for maths-basic skills and addressing corrections 	<ul style="list-style-type: none"> • Improved well-being and emotional reactions/relationships • Address mistakes in spelling and improved handwriting • Key skills revisited
Year 4	<ul style="list-style-type: none"> • Additional spelling group for targeted pupils. • Additional reading time for targeted pupils. • National Tutoring Programme to happen for targeted pupils 1:3 • Additional 1:1 support following lesson to address concerns. 	<ul style="list-style-type: none"> • Address gaps in spelling rules – application in written work • Consolidation of reading skills and support with understanding and inference • Addressing gaps and consolidation of maths and English skills • Address misunderstanding/gaps in knowledge
Year 5	<ul style="list-style-type: none"> • Funding for National Tutoring Programme tuition for small groups 1:3 • Additional reading time allocated for targeted children 	<ul style="list-style-type: none"> • Consolidation of maths and English skills • Addressing gaps in maths and English • Improve fluency in reading and comprehension skills • Ensure reading levels are consistent with ability
Year 6	<ul style="list-style-type: none"> • Funding for National Tutoring Programme 1:3 tuition for small groups 	<ul style="list-style-type: none"> • Consolidation of basic maths skills • Addressing gaps in mathematical understanding • Consolidation of reading skills