



Catch Up Funding - St Paul's Peel C.E. Primary School

What is the Catch Up Funding?

In June 2020, the government announced £1 billion of funding to support children and young people to catch up.

Further guidance released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) shows that the money is to be split between a catch-up premium and a national tutoring scheme.

Who is the Catch Up Funding for?

The money for the catch up premium is designed to ensure that schools have the support they need for all pupils make up for lost teaching time, and the money for the national tutoring school is designed to provide additional, targeted support for those children and young people who need the most help.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students.

Reporting Catch Up Funding Information

It is the responsibility of the governors to explain catch up funding expenditure. St. Paul's Peel C.E. Primary School will publish a report on the school's website www.stpaulspeelh.co.uk annually. This report aims to detail information on how the Catch Up Fund has been used within school and the impact the funding has had.

How Much Catch Up Funding is our estimated allocation?

2020 2021 £46.67 X 281 pupils = £13,114

2021 2022 £33.33 x 281 pupils =£9,365



In making decisions on the use of the premium, we will focus on approaches that

- ✓ Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- ✓ Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing board.
- ✓ Are focused on clear short to medium-term goals providing opportunities for pupils to experience success.
- ✓ Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- ✓ Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- ✓ Raise aspirations through access to high-quality educational experiences
- ✓ Ensure children emotional health and well being are supported to the highest levels, enabling them to best access academic learning
- ✓ Are for all year groups not just those in key end points
- ✓ Are for the more able, not just those falling behind their peers.

Summary of the Main Barriers Faced by Pupils After Lockdown

A. Phonic Knowledge
B. Grammar, Punctuation and Spelling Knowledge
C. Regression in Reading Ages Due to a Lack of Resources/Book Talk and Reading at Home
D. Regression in Pupils' Abilities to Explain Using a Broad Vocabulary Spectrum (Speech and Language)
E. Pupil Resilience
F. Emotional Health, Mental, Social Health and Well Being



	Item/Initiative	Aims	Lead Person	Outcomes	How Impact Measured	Review Dates
A.	Monster Phonic Resources	To provide pupils with more high quality phonic resources for multi sensory learning	S.L.T.	Increased attainment/progress	Audits	Termly
A. B. C. D.	After School Bubble Clubs	To improve the attainment/progress of pupils via weekly tutoring catch-up sessions	J.B. S.W.	Increase the percentage of pupils achieving ARE	Termly Data Collection	Termly
A. B. C. D.	T.A. led interventions 1:1/small groups	To assist pupils to narrow the gaps	SENCO S.L.T.	Outcomes for children increased	Initial and Final Data	Half Termly
B. C.	Reading Planet	To increase the interest level of pupils and the percentage of pupils reading at home	S.W.	Increased love of reading	Initial and Final Data	Termly
B. C. D.	On Track English	To raise English attainment with targeted, step-by-step intervention for comprehension, writing and grammar	S.W	Link intervention to the wider curriculum and build topic vocabulary with fiction and non-fiction source texts that explore themes such as influential figures, space and computing	Initial and Final Data	Half Termly
D.	Nuffield Early Language intervention	To support children with their communication and language	J.S	Pupils targeted, will achieve the GLD ensuring the school hits its target of 60%+ achieving the GLD from initially low baseline outcomes.	Initial and Final Data	End of the 20 week program
D.	Bedrock Vocabulary	To raise understanding	J.B.	Pupils have a deeper knowledge	Through weekly	Termly



		of Tier 2 vocabulary across KS2	S.W.	and understanding of Tier 2 vocabulary with children using and demonstrating more appropriate vocabulary	reports	
E.	Kickstart 'Smart Choices'	To provide support and mentoring to pupils that require extra support	J.W.	Pupils have an understanding of how to reach their full potential	Analysis of Initial and Final Questionnaires	Half termly
E. F.	TA 1:1/small group sessions	To provide support for academic/emotional well being	Headteacher	Improved well-being and behaviours	Pupil/staff feedback	Termly
E. F.	L.M. 1:1/small group sessions	To provide support for academic/emotional well being improving resilience	Headteacher	Improved well-being and behaviours	Pupil/staff feedback	Termly
E. F.	C.F.O. 1:1/small group sessions	To provide support for academic/emotional well being improving resilience	Headteacher	Improved well-being and behaviours	Pupil/staff feedback	Termly

2019 - 2020 Costings		2020 - 2021 Proposed Costings	
£13,114.00		£9,365.00	
A. - E. Staffing	£9,471.40		
A. - E. Resources	£3,642.60		