



St Joseph's Catholic Primary School, Guildford
The Way, The Truth, The Life

Catch up funding plans and review for 2020/2021

COVID Catch up funding

This year St Joseph's have received £50,169 additional government funding due to COVID-19. The allocated of money is to provide catch-up intervention or support for those children who may have been more disadvantaged by the lockdown. Details of our school strategy for using this funding, along with intended impact, are detailed below. These include working with a National Tutoring Programme provider along with following support guidance from The Education Endowment Foundation. Our focus is academic and wellbeing support.

Planned expenditure for the 1 st instalment October 2020 – March 2021					
Strategy	Evidence and rationale	Implementation	Intended impact	Reviewing	Cost
A. NTP Tuition delivered by Fleet Tutors – targeted support one to one or one to three	EEF: 'Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.'	42 pupils (Y1 – Y6) taking part in one to one or one to three tuition for either reading, maths or writing. 2 x 30 mins per week for a block of 15 weeks.	Children make at least 1 step of progress during the intervention, closing the gap on peers. Children are confident in their learning and able to access class learning	Ongoing reviewing during intervention by year leads and Assistant Heads.	£3,840
B. Intervention programmes and One to one and small group support	EEF: 'Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.'	1. 1 st Class @ number & Number sense small group intervention (Y2,3,5) 2. Elklan, speech and language training and groups (YR) 3. Early morning booster groups and 3 afternoons – maths, writing, reading (Y3,4,5,6) 4. Additional subscriptions for Nessy online programme for reading and spelling (Y1)	Children make progress on specific areas interventions target for Reading, Writing, spelling and Maths. Children have gaps in learning targeted. They close the gap on peers. Children accelerate their speech and language abilities to support accessing the curriculum.	Assistant Head - Inclusion	1. £4,368 2. £1,700 training, materials, staff 3. £5,278 4. £375 (actual spend £10,894)

C. HLTA classroom additional support	EEF: 'The overriding principle from the evidence is that teaching assistants should be deployed in a way that supplements, not replaces, the teacher.'	2 full time HLTA staff working alongside the teacher providing in class support for children, enabling them to access the quality first teaching (KS1, KS2)	To support progression of most disadvantaged children due to lockdown.	Ongoing reviewing by year leads and Assistant Heads	£11,500 (carried over to summer)
D. ELSA / HSLW	EEF: 'On average, SEL 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.'	Working with parents and children to support individual or group needs. These wellbeing difficulties may be as a result of COVID or heightened due to lockdown.	Children able to talk through their worries and understand strategies to use.	Pastoral support team and Assistant Head – Inclusion	Not costed
Planned spend for first instalment					£27,061
Total spend for first instalment					£10,894 spent
Total carried forward (incl £2,876 unplanned spend)					£19,043

Planned expenditure for the final instalment April - July 2021					
Strategy	Evidence and rationale	Implementation	Intended impact	Reviewing	Cost
A. NTP Tuition delivered by Fleet Tutors – targeted support one to one or one to three	EEF: 'Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.'	42 pupils (Y1 – Y6) taking part in one to one or one to three tuition for either reading, maths or writing. 2 x 30 mins per week for a block of 15 weeks.	Children make at least 1 step of progress during the intervention, closing the gap on peers. Children are confident in their learning and able to access class learning	Ongoing reviewing during intervention by year leads and Assistant Heads.	£3,840
B. Intervention programmes and One to one and small group support	EEF: 'Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.'	Early morning and afternoon booster and intervention groups maths, writing, reading (Y2,3,4,5,6) Continued Nessy intervention running daily in Y1 (TA cost not included) Continued speech and language support in YR (not costed)	Children make progress on specific areas interventions target for Reading, Writing, spelling and Maths. Children have gaps in learning targeted. They close the gap on peers.	Assistant Head - Inclusion	£6,500 (actual spend £6,276)
C. HLTA classroom additional support	EEF: 'The overriding principle from the evidence is that teaching assistants should be deployed in a way that supplements, not replaces, the teacher.'	2 full time HLTA staff working alongside the teacher providing in class support for children, enabling them to access the quality first teaching (KS1, KS2)	To support progression of most disadvantaged children due to lockdown.	Ongoing reviewing by year leads and Assistant Heads	£17,400 (actual spend £14,750)

D. ELSA / HSLW	EEF: 'On average, SEL 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.'	Working with parents and children to support individual or group needs. These wellbeing difficulties may be as a result of COVID or heightened due to lockdown. External coaching provision	Children able to talk through their worries and understand strategies to use.	Pastoral support team and Assistant Head – Inclusion	ELSA / HSLW not costed £900
E. Other	Resources needed for to support catch up programme eg iPad stands, phonics materials, photocopying	Materials purchased as needed to run the interventions.	For groups to be able to run effectively	Assistant Head – Inclusion	£200
Total planned expenditure for final instalment					£30,690

Review of outcomes for children

Outcome for year 2020		
Catch up strategy	Impact	Cost
A. NTP Tuition delivered by Fleet Tutors – targeted support one to one or one to three	42 pupils (Y1 – Y6) received twice weekly tuition for 15 weeks. This was delayed from the spring term due to school closures, and took place in the summer term instead. Outcome: children receiving tuition was 'as expected' progress (-0.32). This was measured in progress steps from their starting points. Increased confidence was seen in children when in class, using skills being learnt during tutoring. It increased their ability to access class learning.	£3,840
B. Intervention programmes and One to one and small group support	Interventions ran for all year groups including: <ul style="list-style-type: none"> 1st Class @ number & Number sense small group intervention (Y2,3,5) Elklan, speech and language training and intervention (YR) Early morning and afternoon booster and intervention groups in maths, writing, reading (Y2,3,4,5,6) Nessy online programme for reading and spelling (Y1) Outcome: <u>Reading, writing and maths interventions Y2-Y6:</u> 19 provisions ran over the year through catch up funding (approximately 33 interventions groups, 156 places). Some children accessed more than one provision. These groups continued to run during school closures both in school and virtually. Virtual sessions were adapted and resources sent home to make sessions possible. Progress was measured through steps of progress from starting points. Groups where overall provision progress was 'more than expected' showing accelerated progress were Y2&3 1 st class@number and Y6 guided reading. 13 provisions on average made 'as expected' progress, 2 provisions on average made 'more than expected' progress from their starting points. <u>YR speech and language:</u> 24 reception children accessed sessions which ran in school and virtually through the year. The average overall progress measured from their starting points was 'as expected'. One Surrey speech therapist commented on the accelerated progress of seen in some of these children. It also opened up further training in speech pronunciation for staff furthering progress the next reception children will receive. <u>Nessy online:</u> 30 additional subscriptions ran for Y1, providing additional phonics learning. This supported their progress within reading and writing. The intervention was multi-sensory which engaged the children and enthused them for learning.	£17,170

C. HLTA classroom additional support	2 HLTA staff worked alongside the teacher provided cover for the class teacher enabling them to provide additional tuition for children needing catch up support. Due to difficulties employing full time HLTA support this was provided through part time HLTAs. TA additional class support was provided in class to support children access quality first teaching within the classroom. Outcome: 60% of children receiving teacher tuition made expected steps of progress 64% of children receiving teacher tuition achieved 'age related expectations' by the end of the summer term Teachers valued the ability to support children 1:1 and small group on specific gaps in learning seen during lessons.	£14,750
D. Pastoral support	Working with parents and children to support individual or group needs either as a result of COVID or heightened difficulties due to lockdown. Outcome: The pastoral support team worked throughout the year, including during school closures either in person or virtually. They have successfully supported children and parents at home via phone and virtual meetings. This supported children in regulating their emotions and parents having strategies to support them. Children were also supported to transition back into school. In school provision supported children to talk about their anxieties either linked to COVID directly or the impact it created for them. The pastoral team also provided resources for staff to use with children and for the website for families to access. An external coach worked 1:1 with children supporting them to talk through difficulties and worries and learn regulation strategies and problem solving.	£900 external coaching service
E. Other	Materials purchased as needed to run the interventions. This included items to support the running of virtual interventions continuing through school closures. Without these the groups would not have been able to run as smoothly and potentially impacted the progress.	£200
Total expenditure for academic year 2020-21		£36,860
Total carried forward to academic year 2021-22		£13,309

Planned expenditure for the carried forward catch up funding, Autumn term 2021-22					
Strategy	Evidence and rationale	Implementation	Intended impact	Reviewing	Cost
One to one tutoring	EEF: 'Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.'	1:1 tutoring provided by a teaching assistant for disadvantaged children who are not on the SEND register. Sessions will be targeted on building attainment to ensure they are working at age related expectations for reading and maths.	Children make two steps of progress in the related subject. Children will be on track or higher to attain age related expectations by the end of the tutoring	Assistant Heads	£6,300 (additional funding given to schools in the summer term)
Team teaching	EEF: 'Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.'	Team teaching for year groups 1, 2, 3, 4 and 5, providing children with focused group support for English and Maths lessons.	Children make at least 2 steps of progress over the autumn term	Assistant Heads	£13,309 towards total costs