



# Catch-Up Funding

Total amount allocated as catch-up funding for 2020/21 (191 x £80)			£ 15 280
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Total number of pupils: 191	Pupils with EHC plans 2.1 %	Pupils on SEND support 15.7%	Disadvantaged pupils: 5.5%
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The Government guidance states that schools can use their funding in a way that suits their cohort and circumstances but are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected. [Catch-up premium - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students [COVID-19 | EEF \(educationendowmentfoundation.org.uk\)](http://educationendowmentfoundation.org.uk)

The EEF advises a tiered plan as follows:

Teaching and whole school strategies:

- High quality teaching for all
- Pupil assessment and feedback
- Transition support

Targeted approaches:

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies:

- Supporting parent and carers
- Access to technology
- Summer support

Academic Year: 2020/21		Total fund allocated: 15 280		Date Updated: 14/7/21			
Teaching and whole school strategies: £890							
Intent		Implementation		Impact		Next Steps	
<b>To support children’s personal development and social, emotional and mental health explicitly through the curriculum as well as through supporting playtimes.</b>		<ul style="list-style-type: none"> <li>Curriculum support through Discovery Education Relationships and Health Curriculum</li> </ul>		£695		Positive feedback from school community in relation to support provided for children’s personal development and SEMH needs post-pandemic.	
		<ul style="list-style-type: none"> <li>Jenny Mosely course on powerful and positive playtimes</li> </ul>		£195			
Targeted Approaches £11 820							
<b>To provide targeted interventions that match children’s needs through accurate assessment of gaps in learning, carefully planned and rigorously implemented intervention that matches need.</b>		<ul style="list-style-type: none"> <li>Use of PIRA PUMA assessment in reading and maths across the year to identify gaps and monitor progress.</li> </ul>		£2156		Most children achieved the expected progress during the academic year, with many children making accelerated progress.	
		<ul style="list-style-type: none"> <li>Whole class planning to address gaps with additional class teacher and TA targeted intervention for groups/1:1</li> </ul>		£797.87			
		<ul style="list-style-type: none"> <li>One to one and small group tuition with qualified teacher</li> </ul>		£8360.67			
		<ul style="list-style-type: none"> <li>Resources</li> </ul>		£505.60			
						Continue in 21/22 academic year	

Wider Strategies £2570

**To support children’s social, emotional and mental health. Children can access relevant intervention/support linked to their needs, supporting emotional regulation, resilience and confidence. Provision may be internal, part of the SEND local offer or external.**

EEF states that “Social 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. Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues.

- Thrive consultancy from Brighter Futures
- Thrive practioner training for 2 members of staff through Brighter Futures
- Referral system in place for teachers.
- Timetabled Thrive support offered by trained practioners.
- Additional support may be:
  - Talking groups
  - Creative sessions
  - Sand play/lego play

£2570

Post-pandemic we have found a significant increase in SEMH needs.  
Thrive practioner training supported 2 practioners to offer 1:1 and small group sessions.  
Thrive consultancy and whole school CPD supported all staff to embed whole class thrive techniques to support children to regulate.

Continue in 21/22 academic year  
Use learning from our SEMH intervention to improve behaviour policy