



St Barnabas C of E Primary Academy: Catch-up Spend Plan



Catch-up funding is additional government funding to support children to catch up when they return to school. This includes a one-off catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Catch-up Funding Allocation

We are using this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year.

We aim to use this in the following ways:

Academic Year:	Total number of pupils on roll:	Total catch-up budget:	Date of review:
2020/21	227	£16920	July 21

Whole School Support

To complete this section, outline the actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments you wish to make.

Action	Intended Outcome	Estimated Impact Cost	Staff Lead	Timescale
To provide engaging remote learning opportunities for children required to self-isolate/lockdown. Purchase: Bug Club Independent for reading Bug Club Phonics for phonics Bug Club Spelling and Grammar Power Maths	Children who are required to isolate/lockdown continue to learn at an appropriate level and make progress.	£1103.37 £247.20 £467.59 £0	K. Corrall F. Cole	In place by November 2020

To promote a love of reading and develop reading stamina. Purchase: Bug Club KS1 Shared Reading Bug Club KS2 Pro Guided Books Online Bug Club KS2 Pro Guided Book	Children enjoy reading a range of texts and reading stamina is improved, meaning that reading attainment increases.	£279.20 £495.40 £1179.40	K. Corrall	In place by January 2021
To carefully assess, analyse gaps and provide therapies to fill identified gaps. Use of Rising Stars Shine tool.	Children's gaps in knowledge, skills and understanding in reading and maths are identified and filled preventing further lost learning.	£799	C. Nelson	From November 2020
Mindfulness – yoga, visualisation, mindful colouring and doodling.	Children have a range of tools at their disposal to help them to maintain good mental health and well-being.		S. Swindells	From September 2020
			Total spend	£4571.16
Targeted Support				
To complete this section, outline the actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments you wish to make.				
Additional teacher to give 1:1/small group tuition to plug gaps in maths and reading learning as identified by analysis of test results.	Individual children make at least expected progress from their starting points in maths and reading.	£8700	C. Nelson	March 2020
Participating in NELI programme. Targeted support for 5 children with significantly delayed language and communication skills.	Improved language and communication skills for children in Reception.	£200 (TA costs)	L. Williams	January 2021
Play therapy for children.	Support to overcome adverse childhood experiences linked to COVID 19.	£1000 (in addition to our usual play	C. Nelson	From September 2020

		therapy budget)		
Small group tuition to fill lost learning gaps – TA / HLTA to be provided after school.	Identified children receive small group tuition to catch up lost learning in phonics, reading and maths.	£1440 (£18 per hour x 4 TAs x 20 weeks)	C. Nelson	From October 2020
			Total spend	£11,340

Wider Support

To complete this section, outline the actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments you wish to make.

Use of Class Dojo to communicate effectively with parents whilst they are unable to visit classrooms.	Maintain effective communication with parents about curriculum and learning.	£0	C. Nelson	From September 2020
Use of visitors to close cultural capital gaps which have been removed / denied during lockdown and local restrictions.	Improve children's experiences to enhance vocabulary and enrich their learning opportunities.	£1,000	K. Corrall F. Cole	From October 2020
			Total spend	£1,000

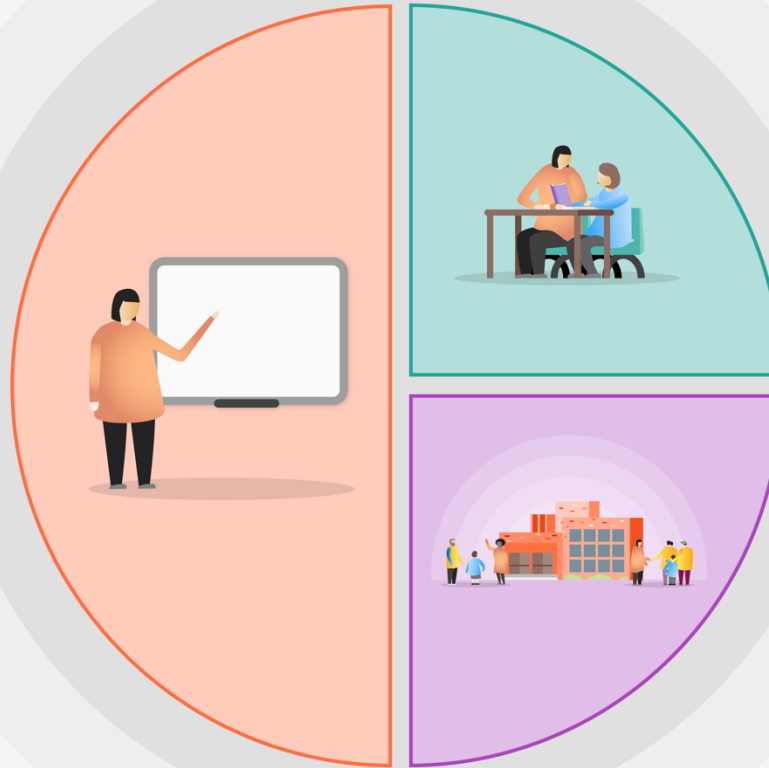
Summary Report

What is the overall impact of spending?	<p>Shine Interventions: these have had a positive impact on the attainment of children in Reading and Mathematics. Whilst attainment is still below where we would want it to be, the majority of children who received Shine Interventions did improve. This needs to be read in the context of whole school closures in the Spring Term and a significant number of bubble closures in the Summer Term. We will continue to use these interventions in the next academic year to fill gaps in children's learning caused by the Covid Pandemic. The use of Bug Club for Shared and Guided Reading has had a positive impact on the teaching of reading and therefore on catching up lost learning.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>55%</td> <td>66%</td> </tr> <tr> <td>Year 2</td> <td>79%</td> <td>75%</td> </tr> </tbody> </table>				Reading	Maths	Year 1	55%	66%	Year 2	79%	75%
	Reading	Maths										
Year 1	55%	66%										
Year 2	79%	75%										

	<table border="1"> <tr> <td>Year 3</td> <td>59%</td> <td>41%</td> </tr> <tr> <td>Year 4</td> <td>46%</td> <td>32%</td> </tr> <tr> <td>Year 5</td> <td>64%</td> <td>46%</td> </tr> <tr> <td>Year 6</td> <td>59%</td> <td>59%</td> </tr> </table>	Year 3	59%	41%	Year 4	46%	32%	Year 5	64%	46%	Year 6	59%	59%
Year 3	59%	41%											
Year 4	46%	32%											
Year 5	64%	46%											
Year 6	59%	59%											
	<p>Small group tuition had a positive impact in maths where children increased their scaled score by an average of 3.5 points; some children made 12 and 13 points progress. In reading the average increase in scaled score was 11.3 points. In writing children who accessed small group tuition made an average of 2.8 steps progress.</p> <p>NELI had a positive impact on Communication and Language in Reception with an increase in the number of children attaining the early learning goal for C and L.</p> <p>Play therapy was used to support the well-being of children who found the challenge of living through a pandemic too much. Their parents reported a more positive outlook after the sessions.</p>												
How will the impact of the catch-up funding spend be communicated to parents and stakeholders?	Report to LAB and publishing this report on the website.												
Final comments	Due to the ongoing pandemic and restrictions, our planned programme of visits and visitors was postponed.												
Final spend:	£16,911.16												

1 Teaching

- QFT - Guided reading scheme of work
- QFT – Power Maths scheme of work
- Recovery curriculum September 2020
- Recovery curriculum March 2021



2 Targeted academic support

- 1:1/small group targeted interventions (TA)
- 1:1/small group tuition (Teacher)
- 1:1/small group play therapy

3 Wider strategies

- BC - Independent Reading
- BC – Grammar & Spelling
- BC – Shared Read (KS1)
- BC – Phonics (EYFS/KS1)
- BC – Guided Read (KS2)