**Covid Catch Up Funding**

**Income: £13,200**

**Summer 2021**

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| **Targeted Intervention** | Intention | Rationale and Evidence | What was delivered? | Cost |
| **Utilise Online External Tutors**   * Apply for provision using NTP and government subsidy to access better value tuition. * Target provision at hose identified through baseline teach assessments in Upper Key Stage 2 * Identified 10 children in most need of intervention in Year 5 and 6 for English and Maths | To close gaps for children who have fallen behind their expected performance or where a gap has grown between them and their peers.  To return children to their previous level of attainment or better.  To give confidence to those moving to a new school for Year 7. | Evidence from EEF and Sutton Trust on value of 1:1 or small group tuition. | 10 children in Year 5 and 6 received 15 hours of online tuition via Fleet Tutors in the last half of the summer term. This included any Pupil Premium children.  These were targeted at particular areas of need identified by the class teachers and communicated to the tutors.  Children reported they had enjoyed the sessions and found them useful in covering areas they had previously found tricky.  No further formal assessment of the children has taken place as yet. | £1500 |
| **Utilise Internal Tutor Support**   * Use an ex-teacher at the school to provide 1:1 and small group tuition over and above the children’s usual lessons in Maths and English. * Target provision at hose identified through baseline teach assessments in Upper Key Stage 2 * Identified a group of 4 children in each class | To close gaps for children who have fallen behind their expected performance or where a gap has grown between them and their peers.  To return children to their previous level of attainment or better.  To give face to face tutoring to our younger children.  To give confidence ahead of moving to a new year group. | Evidence from EEF and Sutton Trust on value of 1:1 or small group tuition | 16 children across years 1 – 4 received 40 minute catch up sessions three times a week during the second half of the summer term.  These were targeted at particular areas of need identified by the class teachers and communicated to the tutors.  Children reported they had enjoyed the sessions and found them useful in covering areas they had previously found tricky.  Delivered by Adam Walkden. Assessments showed improvements in curriculum attainment for all children involved, but some still retain gaps in their learning. These have been highlighted and many of these children remain a key focus group for the next academic year. | £1600 |
| **Teaching and Learning** |  |  |  |  |
| **Gross and Fine Motor Skills**   * Given the amount of nursery time that had been missed for our youngest children, fine and gross motor skill shave been identified as an area for development in a large number of pupils in the current Year R and Year 1 | To close gaps in these skills and prepare children for writing as they move through the school.  For children to quickly close the gap between their current level of skills in this area and where they would be expected to be. | School assessment showed this as a particular area for focussed provision. | Resources ordered and delivered Summer 21   * Writing tools and activities * Games and activities to improve fine motor skills * Additional support resources to use with small groups of children | £300 |
| **Classroom Environment and Resource in Year R**   * New resources to improve the environment and build on skills that may have been missed during nursery provision. * Particular focus on Literacy and motor skills | To close gaps in these skills and prepare children for writing as they move through the school.  For children to quickly close the gap between their current level of skills in this area and where they would be expected to be.  To allow for additional development and learning through play to allow for time missed in EYFS and Nursery. | School assessment showed this as a particular area for focussed provision. | Resources ordered and delivered Summer 21   * Tuff trays * New small world equipment * New playground equipment * New water play equipment | £500 |
| **Continuous Provision in Year 1**   * As time was missed for these children in nursey and reception their Year 1 experience will be tailored to be more like a Reception environment (following successful trial last year) Resources are required for this. | To close gaps in these skills and prepare children for writing as they move through the school.  For children to quickly close the gap between their current level of skills in this area and where they would be expected to be.  To allow for additional development and learning through play to allow for time missed in EYFS and Nursery. | School assessment showed this as a particular area for focussed provision. | Resources ordered and delivered Summer 21   * Tuff trays * Water trays | £300 |
| **Speech Link Infant**   * Used as baseline assessment for all EYFS children on entry to assess for gaps in S&L due to absence from nursery due to Covid. * Continue interventions put in place last year that are still required. | Children in Key Stage 1 have shown significant numbers of children being assessed as needing intervention. This may be a direct effect of missing time at nursery and in EYFS and a consequence of parents trying to work from home and supervise children.  The recommendations and interventions suggested by the programme will be implemented to close the gaps for these children. | School based assessments and evidence. | Programme purchased and implemented. | £200 |
| **Speech Link Junior**   * Children identified and assessed last year as needing S&L intervention have now moved into Key Stage 2 and still need their interventions delivering and updating. | Children identified last year as needing further speech and language intervention have now moved into Key Stage 2 and need continued support.  The recommendations and interventions suggested by the programme will be implemented to close the gaps for these children. | School based assessments and evidence. | Programme purchased and implemented. | £375 |
| **Other Strategies** |  |  |  |  |
| **Mental Health Provision**   * A play therapist was employed for one term to work with children for 6 weeks whose parents had voiced concerns about their child’s mental health during lockdown, and where this tallied with our observations and knowledge of family history. | Some children, who already had been identified as needing extra pastoral support due to home background/circumstances needed further and additional support on their return to school.  This gave them a safe and open space to discuss any issues they may have had during lockdown. | School based assessments | 6 sessions were delivered to 8 students at the end of the summer term.  Two of these pupils continued the sessions privately over the summer holidays. | £1800 |

The main reason for the shortfall was we had budgeted for significantly more to be spent in face-to-face tuition from Fleet Tutors (approximately an extra £5000). Unfortunately, they let us down with both the quantity of tutoring they could provide and the face-face-nature of this. This process took a long time to resolve and reach the point where they finally admitted they would not be able to provide what had been discussed. This left us with a small amount of online tuition and using Mr Walkden to offer some face to face.

**Total to date: £6,575**

**Autumn 2021 and Spring 2022**

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| **Utilise Internal Tutor Support**   * Use an ex-teacher at the school to provide 1:1 and small group tuition over and above the children’s usual lessons in Maths and English. * Target provision at hose identified through baseline teach assessments in Upper Key Stage 2 * Identified a group of 4 children in each class | To close gaps for children who have fallen behind their expected performance or where a gap has grown between them and their peers.  To return children to their previous level of attainment or better.  To give face to face tutoring to our younger children.  To give confidence ahead of moving to a new year group. | Evidence from EEF and Sutton Trust on value of 1:1 or small group tuition | Children across years 2-6 received 40 minute catch up sessions three times a week during the second half of the summer term.  These were targeted at particular areas of need identified by the class teachers and communicated to the tutors.  Children reported they had enjoyed the sessions and found them useful in covering areas they had previously found tricky.  Assessment to take place Spring 22 (after half term) | £5000 |
| Increased TA support  TA support in year R/1 has been increased by 4 extra afternoons.  TA support in Year 3 has been increased for three afternoons. | To close gaps for children who have fallen behind their expected performance or where a gap has grown between them and their peers – in particular with speech and language and phonics  To return children to their previous level of attainment or better.  To give face to face tutoring to our younger children. | Evidence from EEF and Sutton Trust on value of 1:1 or small group tuition | Identified children receive targeted support from external programmes delivered by Tas to close the gap in speech and language and in phonics.  Extra SEN interventions can be delivered in Year 3, such as:   * Toe by Toe * Precision spelling * Extra times tables and writing support | £2500 |
| Dyscalculia Screening | To better identify areas of need. |  | A further diagnostic tool to enable us to identify areas of need within mathematics and access further resources for support. | £150 |

**Committed spend: £7,580**

**Total Spend: £14,155**