

# Catch Up Funding Statement: Garswood Primary School



1. Summary information					
<b>School</b>	Garswood Primary School				
<b>Academic Year</b>	2020/21	<b>Total Catch-Up Funding budget</b>	£16,000	<b>Date of Implementation</b>	Sept2020
<b>Total number of pupils</b>	205			<b>Date for next internal review of this strategy</b>	July 2021

## Catch Up Funding statement

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

## Funding Allocation

£80 per pupil (for reception through to year 11), as follows: In 3 instalments - in autumn 2020, 'early 2021' and summer 2021

School will receive a total of £46.67 per pupil split across payments 1 and 2; School will receive a further £33.33 per pupil for payment 3

Per pupil numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this will equate to 4-15 pupil headcount from the October 2020 census.

## Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also EEF - School Planning Guide 2020-21 )

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

## Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

## Funding Allocation

Our recent allocation fo funding is as follows.

2021 (Payment 1 and 2) £10,667

2022 (Payment 3) £5,333

Priority Areas for Catch- Up Funding	
<b>A.</b>	<p><b><u>Remote learning</u></b></p> <p>We recognise the ongoing risk that children will have to isolate and/or bubbles will close remains. Remote learning approach requires further development in order to improve access to learning at home. Though we have established the infrastructure and developed the remote offer this needs to further develop to provide more individualised feedback for all pupils at home. The lessons available should mirror the sequence of learning planned for the children accessing learning in school. All pupils will have the expected 3 or 4 hours of remote learning as stipulated in the DfE guidance documentation.</p>
<b>B.</b>	<p><b><u>Quality first teaching and intervention to accelerate</u></b></p> <p>Identification of pupil groups and individuals who following the return to school, require support to catch up with their peers – this will be in the form of quality first teaching and targeted intervention. Consideration will be given specifically to those deemed to be vulnerable and those who present as having had a dip in attainment, as demonstrated through our in house assessment and tracking formats. Particular attention for core subject areas.</p>
<b>C.</b>	<p><b><u>Standards in writing</u></b></p> <p>When pupils have returned to school we have seen a drop in standards of writing, particularly in grammatical choices and the mechanics of writing. Despite online learning being offered, a number of pupils have chosen not to participate in sessions and others have not used physical writing materials, choosing to record using a keyboard.</p>

Planned expenditure					
Academic year	2020/2021				
£ 514.80 Samsung Tab A (x4) £3172.61 Mathletics/Mathseeds £ 248.40 Go Read £1874.80 CGP books					
A. Remote learning					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All children experience a sequential curriculum and any remote learning time does not disrupt the access to the curriculum.</p> <p>Children should have access to quality learning resources when taking part in home learning, which help to close the attainment gap in all areas of the curriculum – particularly core subjects – despite any further isolation periods.</p>	<p>Teachers continue to use TEAMS – uploading resources and relevant information to reflect the teaching in the classroom on a day to day basis. Staff meetings and time to be dedicated to developing understanding of the platform, seeking opportunities to reflect the sequential curriculum offer across the platform which can be easily transferrable.</p> <p>CPD training for teaching staff ensures clear understanding of Microsoft Teams platform and how to use it effectively to deliver and support quality home learning.</p> <p>Continue to keep under review the apps available for families to support and scaffold home learning – currently incl. Tables Rock Stars, My Lexia, TYM, Mathseeds, Mathletics.</p> <p>Purchase Go Read to support tracking of reading on and off site.</p> <p>When children are on site – support and develop their understanding around the platform and the apps so that children are familiar with accessing. Ensure understand how to use their own individual channels.</p> <p>Teachers to provide direct feedback on children's work via individual channels.</p> <p>All isolators to have access to technology by purchase of devices until the DfE offer is initiated.</p> <p>Purchase CGP books as a means of remote additional resource to support remote learning</p>	<p>Staff must be able to provide effective home learning platform to ensure all children have access to quality teaching. Gaps in learning since the Covid outbreak have been observed with a bespoke curriculum planned and implemented. There has to be a way to enable any further isolation periods not to detrimentally impact on children's progress.</p> <p>Catching up curriculum needs to be delivered remotely with a detailed and responsive approach being evidenced for all.</p> <p>Need to be mindful that the apps complement the offer, are easily accessible and provide opportunities for feedback</p> <p>We will need a system to electronically log reading to maintain reading as a priority whilst also supporting a covid friendly approach without exchanging physical materials.</p> <p>The use of Teams platform has been established and has been successful so this can be built on and further developed. It has the capacity to enable access to a highly effective and progressive learning from home and is to be developed over the coming months to be even more embedded.</p> <p>Pupil's access to technology has been an important factor affecting whether they can learn at home.</p> <p>CGP books can be used to ensure children use pen and paper methods and not all on screen learning. Teachers retaining a copy will enable them to signpost children to the appropriate pages.</p>	<p>SLT to monitor with ICT Lead monitoring regularly</p> <p>Microsoft forms used as means of feeding back to school as well as the usual avenues on individual channels</p> <p>Reflection on Forms feedback by SLT and parental feedback.</p> <p>Individual Teams channels to demonstrate individual understanding and progress.</p> <p>Teachers to feedback to pupils and monitor progress being made.</p> <p>Gaps will be less evident as time progresses with children catching up with the curriculum and children also catching up with other peers.</p>	SLT/ ICT and remote learning Lead	Feb 2021

Planned expenditure					
Academic year	2020/2021				
Costs: additional TA hours (15 hour post £8269.80 + additional hours worked up to and including December 2020 £738.49) = £9008.29 Additional time of Teacher in the autumn term = £1605.59					
B. QfT and Intervention					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Identification of children who have developed gaps in their learning and are missing knowledge required for their sequence of learning</p> <p>QfT and Intervention programmes implemented to ensure all knowledge gaps are filled.</p>	<p>Additional days from a qualified teacher to ensure high quality cover for staff absence and additional support into Y6 in the autumn term. Additional time from DHT in Y6 Autumn term.</p> <p>Daily 1:1 reading with targeted children (additional resources purchased) for those in school Additional support for development of fine and gross motor skills (R – Y1) for those pupils currently working in school.</p> <p>Additional TA support in Y3 and in Rec/Y1. Increase hours of other TAs to be onsite from entry each morning to provide immediate intervention,</p> <p>Daily phonics support for target individuals from Y1 –Y6</p> <p>Teachers work to establish and provide key learning sequences appropriate for continued development.</p> <p>Analysis of gaps through use of programmes such as ‘Catch up’ Numeracy and Literacy along with targeted work strategies.</p> <p>Purchase of additional Lexia licences, use of Speech link and language link</p> <p>Weekly celebration of engagement on mathematics and mathseeds</p> <p>Use of the WRM catch up planning and other support documents to fill gaps.</p>	<p>Y6 they will need significant catch up having had low on site attendance from this group during schools partial reopening</p> <p>Extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch up strategy (EEF). 1:1 intervention work monitored by English lead supports the findings of the EEF and as such school ensures that small group/1:1 strategies are integrated into our class teaching approach and online offer (where possible). These target year groups were identified following assessments and observation on return to school</p> <p>By increasing targeted children’s time 1:1 with an adult, we expect to close gaps in phonics reading progress and ensure the gap continues to narrow as children progress through the school.</p> <p>In order to support pupils who require additional support in maths and english. Pupils have been highlighted through in house assessment measures – target groups to be catered for and small group planned for when working in school.</p> <p>White Rose maths strategy used alongside other maths channels with a focus on reasoning, using and applying and concrete resources to demonstrate greater depth.</p>	<p>English/Maths Lead to monitor with SLT/HT monitoring regularly</p> <p>Phonic screening check outcomes</p> <p>Those working from home to be monitored by class teacher to ensure participation of those pupils in danger of not reaching GDR standard.</p>	SLT/HT Lead	Feb 2021

Planned expenditure					
Academic year		2020/2021			
£541.14 Additional Lexia licences					
C. Improving writing					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils write more fluently and with less reliance on scaffolding - drawing on their own knowledge and understanding of writing and applying skills/techniques across a wide variety of writing genres and subject areas.	<p>Purchase additional Lexia licences and following assessments from staff allocate accordingly and provide IT time and provision on site for children to access.</p> <p>Supporting pupils to develop resilience when writing for a range of purposes through encouragement and expectation. Increasing the time dedicated to writing</p> <p>Morning activity time in classes for handwriting.</p> <p>Encourage pupils to write freely and reflect back on previous lesson</p>	<p>In-house data tracking process ensures school highlight pupils in most need of intervention and support</p> <p>Literacy lead discussions with class-teachers , reviewing pupil progress for each class.</p> <p>SLT perform pupil progress meetings to highlight pupils in need of catch-up.</p> <p>Book scrutinies performed regularly to monitor progress with specific focus on those pupils in most need of intervention and those in greater danger of not meeting expected levels of attainment.</p>	<p>DHT, Literacy lead Reporting to Governors with findings.</p> <p>Written work demonstrating less reliance on scaffolding and more evidence of a deeper understanding of the mechanics behind the writing.</p>	<p>Literacy Lead, DHT, HT</p> <p>Children will return to longer writes with resilience. Handwriting, spelling, and grammar will improve from the baseline found when school reopened.</p>	Feb 2021

## Review following a lockdown 5<sup>th</sup> January 2021

Before impact could be measured the school was subject to a further full lockdown.

Increases to staff hours and additional contracts cannot be readjusted and the time planned for 1-1 reading and interventions has been redirected to supporting the remote offer. However there will be a need when children return to decide on priorities and redirecting this support.

Staffing changes mean we no longer have an additional teacher for the Spring term.

However the impact of the investment in remote learning and the additional licences and CGP books can already be felt in a much improved remote offer and high levels of engagement from those not accessing on-site provision.

Feedback from parents has supported this view and some examples of can be found in the survey from Jan 2021

*"We think the offer is incredible, it is just what we were hoping for if this situation happened again. ... The fact that you are constantly looking to improve your offering and actively seeking feedback speaks to how well run the school is, how secure you are in your relationship with your pupils and parents. All of Garswood Primaries' staff are to be applauded for their incredible efforts on behalf of our children, you are all amazing and we are so grateful and appreciative.*

*I find the timetables a godsend for being able to build some kind of structure to the day. I particularly appreciate when they come through in advance to have a quick nosy at the day ahead!  
online & recorded lessons have been fab and very professional. plus it has been very convenient to access the learning links included.*

*I am just so happy that my child can access all remote learning independently as her parents are both at work. She feels comfortable enough to message her teacher if she is stuck with anything. The teaching staff have done a fantastic job at getting this up and running smoothly so quickly. Thank you"*

## Review at Easter 2021

The school was subject to a further lockdown.

Though children have been subject to a further lock down, catch up monies have already been spent as indicated in the plan above.

More needs have since been identified and these are being met by the school delegated budget incl pupil premium monies and sports money and other fundraising monies. Spends include, NTP subsidised mathematics tutoring; MathsWhizz; counselling; resources and additional staff hours.