



Horton Grange Primary School

COVID Catch up Funding Expenditure Report

The government has announced £1billion of funding to support children and young people to catch up with their education following the impact of the coronavirus in the past two school years. This included a one-off universal £650 million 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. The £650 million universal Catch-Up Premium Funding has been made available for all state-funded schools and is calculated on a per pupil basis of £80. Horton Grange will receive **£32,400** for the academic year 2020 – 2021. Though funding has been calculated on a per pupil basis, schools are using the sum available to them as a single total from which to prioritise support for pupils according to their need. The catch-up premium has been designed to mitigate the effects of the disruption caused by Covid-19 and as such, the grant will only be available for the 2020 to 2021 academic year. Schools have the flexibility to spend their funding in the best way for their cohorts and circumstances of their communities. As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be amongst those hardest hit. The aggregate impact of lost time will be substantial, and the scale of our response must match the scale of the challenge.

Use of funds	EEF recommendations
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 Schools have the flexibility to spend their funding in the best way for their cohorts and circumstances. To support 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. Schools should use this document to help them direct their additional funding in the most effective way	The EEF guidance suggests a 3-tiered* approach: 1 Teaching <ul style="list-style-type: none">• High-quality teaching for all• Effective diagnostic assessment• Supporting remote learning• Focusing on professional development 2. Targeted academic support <ul style="list-style-type: none">• High-quality one to one and small group tuition• Teaching Assistants and targeted support

	<ul style="list-style-type: none"> • Academic tutoring <p>3: Wider strategies</p>
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Concerns identified from September 2020 as barriers to learning

All staff are aware of the need to enable catch up for pupils identified through on-going assessments for learning to identify gaps (link to Reflection, Reconnect and Plan 2020). Subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. The curriculum plan has been adapted to enable catch up.

Baseline assessment captures identified that the **disadvantaged children had regressed the most** and have the most catch up to make. Therefore catch links closely the pupil premium plan. The **regression was also greatest in KS1 and Year 3** in comparison to KS2 where children had missed a greater proportion of their total time in school.

An increased percentage of children have entered Reception lower levels of independence requiring higher level of staff support with self-care.

Expenditure and rationale	Amount	How the impact of the funding on educational attainment will be assessed?
<p>We know high quality teaching for all is what impacts on our children the most at Horton Grange. By increasing support staff capacity so that it is consistent across school we increase the capacity to deliver high quality education. We also have greater capacity to deliver targeted interventions.</p> <p>Resources to implement the catch up interventions and quality first teaching</p>	<p>1 x L1 EYFS - 35 hours per week - £14,681</p> <p>1 X L3 TA KS2 - 37 hours per week - £16,801</p> <p>Total spent increasing staffing capacity £31,482</p> <p>£1000</p> <p>Total expenditure £32482</p>	<p>Accelerated progress from baseline assessment in Reading, Writing and Maths</p> <p>The percentage of children at age related increased.</p> <p>Differences between pp and npp narrow over time</p>

<p>Targeted approaches delivered as a result of increased staffing capacity provided by covid catch up funding</p>	<p>How the impact of the funding on educational attainment will be assessed?</p>	
<p>Mental health and well-being Concern: Lockdown has impacted in children’s mental well-being Children regressed in Thrive assessments Action 1: 1 and group intervention through Thrive to ensure that as children transition from a period of lockdown to ‘normal’ routines focus on mental health and wellbeing.</p>	<p>Thrive assessment will show progress through stages of social and emotional development</p>	
<p>Speech and language Concern: Children with specialised speech and language programmes intervention have regressed. Action: Speech and language delay 1:1 interventions for speech and language Above those children already on a speech and language intervention programme Additional Early talk boost / talk boost intervention</p>	<p>Results from speech and language therapists</p> <p>CLL attainment measured from baseline after period of intervention</p>	
<p>Maths Concern: Specific content has been missed, leading to gaps in learning and stalled sequencing of the progression of skills This has been identified in our Gap Strength Analysis. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Action: Maths interventions for identified groups for four operations, fluency and recall. Planning from teachers will ensure progression and recall. Government guidance for Maths underpins planning.</p>	<p>Post unit assessments show progress from pre unit Children make accelerated progress through given curriculum</p> <p>Accelerated progress from baseline assessment in Maths</p> <p>The percentage of children at age related increased.</p> <p>Differences between pp and npp narrow over time</p> <p>The percentage of children who can access the curriculum and are next stage ready improves</p>	

<p>Reading</p> <p>Concern: Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasing.</p> <p>Action: Reading plus whole class and focused intervention RWI 1:1 RWI intervention in Year 3 and 4 Lexia intervention Additional guided reading focused in plugging key gaps</p>	<p>Phonics outcomes improve Reading outcomes measure via teaching assessments Accelerated progress from baseline assessment in Reading</p> <p>The percentage of children at age related increased.</p> <p>Differences between pp and npp narrow over time</p> <p>The percentage of children who can access the curriculum and are next stage ready improves</p>
<p>Writing</p> <p>Concern: Children have not necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Writing outcomes regressed most during lockdown due to nature of online learning. Writing stamina has declined and there is a need to improving their motivation due to the lack of fluency in their ability to write.</p> <p>Action: Focused writing groups to address identified gaps. Daily handwriting practice Fine motor skill intervention</p>	<p>Handwriting in books improve and children have stamina to write due to increased fluency</p> <p>Writing outcomes measure via teaching assessments</p> <p>Accelerated progress from baseline assessment in Writing</p> <p>The percentage of children at age related increased.</p> <p>Differences between pp and npp narrow over time</p> <p>The percentage of children who can access the curriculum and are next stage ready improves</p>
<p>Wider strategies</p>	<p>See pupil premium plan</p>