

Catchup Funding – Temple Sowerby CE Primary School

The government has announced details of funding to support children and young people to catch up following the unprecedented disruption to their education as a result of coronavirus (COVID-19). This includes 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.

Temple Sowerby CE Primary School was initially awarded £2,960 in catch-up premium funding. Details of how this money is being spent are shown below:

Desired outcome	Actions	Reason/Evidence	Costs
Children are supported to reintegrate into school	Begin term with children returning to old class structure then gradual 3-day transition to new class structures	To remove additional stress over the summer for children returning to an unfamiliar class	N/A
	Staff training over the summer – Cumbria Development and Education Centre – CARE project - Compassionate and Restorative Education - <i>a compassionate and restorative educational approach to aid transition, recovery and learning following COVID-19</i>	https://www.cdec.org.uk/what-we-offer/training/care-compassionate-and-restorative-education/	£200
	Visiting artist to lead whole school art project, based on CARE training and focusing on school values of hope and community	See Education Endowment Foundation’s Teaching and Learning Toolkit – arts participation +2	Estimated - £400
	Use of mental health charity, Place2Be’s primary resources for start of year and assembly resources, then theme of hope and community		£0
	Maintain emphasis on physical activity through continued use of Eden Valley Sports Partnership coaching and the installation of a mile track.		Both funded separately – no cost to Catchup Premium
Provide accelerated learning to ensure children catch up quickly (including additional support through individual and small-group work by freeing up existing staff)	Use of specialist RE teacher (Ruth Evans, NISCU) for 1 morning per week in first half-term to free up staff to run small group intervention		£0
	Cumbria Outward Bound instructors to provide 1 afternoon per week for 9 weeks of outdoor education element of PE curriculum (focus on team building and problem solving)	See Education Endowment Foundation’s Teaching and Learning Toolkit – outdoor adventure learning +4	£432 for initial 9 sessions, further £288 in spring

	Baseline assessments used to identify gaps and put together homework packs for all children		N/A
	Timetable of support put in place each week to support children (prioritised in provision planner), including weekly 1 to 1 HLTA support for Pupil Premium children	1 to 1 and small group work – see Education Endowment Foundation’s Teaching and Learning Toolkit – 1 to 1 +5, small group +4, feedback +8	N/A
	Additional supply cover for staff to allow staff to provide feedback and small group/individual support		£400
	Reading intervention programme		Existing provision - £0
	Weekly 1 to 1 tutor support group in Autumn 21 to provide boost for children in core skills of handwriting, spelling, tables, maths.		£600
	Staff CPD (National College) and purchase of Sandwell Numeracy Test		£300
	Additional computer resources purchased to reflect increase in pupil numbers (5 additional Chromebook computers – now 30 in total).	See Education Endowment Foundation’s Teaching and Learning Toolkit – Digital Technology +4	Hardware funded from DCF – additional licenses £100
Use technology to support learning and to further develop the school’s online provision for remote learning	Staff CPD on developing use of Google Classroom	See Education Endowment Foundation’s Teaching and Learning Toolkit – Digital Technology +4	£0
	Purchase additional subscriptions to learning platforms to address core skills affected during lockdown – Edshed, TT Rock Stars		£240
	Staff to use Google Classroom regularly in class to ensure children are familiar with how to use it		

Impact

Desired outcome	Impact
Children are supported to reintegrate into school	Children coped very well with the return to school. By keeping class arrangements the same, we overcame the lack of transition in the summer term during lockdown. A range of creative and outdoor activities, as well as physical activity (mile track) and collective worship allowed children to reflect on experiences and rebuild relationships. This is evidenced by high attendance throughout the year (97.2% for whole school) and responses to pupil surveys (May 21 - 100% of pupils confirmed they felt safe and cared for in school).

<p>Provide accelerated learning to ensure children catch up quickly (including additional support through individual and small-group work by freeing up existing staff)</p>	<p>A range of interventions and support packages enabled children to make good progress in school. Internal tracking data allowed us to identify and set individual targets for children and demonstrated good progress across the school - these results were reported to the governing body on a termly basis. Although there were no National Assessments at the end of 20/21, our own assessment data for 20/21 indicates the following:</p> <p>KS2 - 83% of children reached the expected level in maths, reading and writing. In maths, 33% of children achieved Greater Depth, whilst in reading the figure was 50%.</p> <p>KS1 - 83% of children reached the expected level in reading and writing, compared to 67% in maths. 33% of children were at Greater Depth in all 3 subjects.</p> <p>Y1 Phonics screening check - this was administered at the end of the autumn term (to the Year 2 children who missed it the previous year). 100% of children passed.</p> <p>EYFS - 50% of children reached a Good Level of Development (GLD).</p>
<p>Use technology to support learning and to further develop the school's online provision for remote learning</p>	<p>There are over 30 Chromebook computers in school which allows children to work on their own computer in computing lessons and in other aspects of the curriculum (and would allow all pupils from Year 2 upwards to have their own computer if required for remote learning). Google Classroom is used to support teaching on a regular basis and a range of online learning tools are used in classroom teaching.</p>

The impact of this catch-up programme was reviewed termly by teaching staff, with interventions and support packages adapted according to end of term assessments and evaluation of children's ongoing needs. Outcomes were reported to the Full Governing Body.

Links:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

<https://www.place2be.org.uk/>

<https://www.cdec.org.uk/what-we-offer/training/care-compassionate-and-restorative-education/>