



Tynsel Parkes CE Primary Academy's Catch-up Funding Plan: 2020 – 2021

Government guidance for funding:

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 cohort and circumstances.

To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Although schools receive funding on a per-pupil basis, the academy should use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on.

Tynsel Parkes CE Primary Academy Overview	
Total Pupil Numbers	139
Amount per pupil	£80 per pupil
Total COVID catch up budget	£11,120

Focus	EEF Rationale	Actions	Expected Outcome And Final Outcome	Cost
One to one and small group tuition	<p>‘There is extensive evidence supporting the Outcome of high-quality 1:1 and small group tuition as a catch-up strategy.’</p> <p>Targeted Support</p>	<p>To provide additional support across KS1 for five afternoons per week by employing an additional teaching assistant for one year.</p> <p>Focus to be on phonics, reading, motor skills (fine and gross) – following teacher assessments in Autumn 1 half term</p>	<p>By increasing targeted children’s time spent reading 1:1 to an adult, we expect to close gaps in reading progress. By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.</p> <p>Outcome:</p> <p>Classes had extra support for reading with a one to one support assistant going into the classes and listening to individual readers.</p> <p>Outcome of this support:</p> <p>End of Spring Results:</p> <ul style="list-style-type: none"> ● 46% of Reception and KS1 to be at the expected or greater depth for reading by Summer. ● 42% of Reception and KS1 to be at the expected or greater depth for writing by Summer. <p>End of Summer Results:</p> <ul style="list-style-type: none"> ● Actual results 59% of children at expected or above for reading. ● Actual results 62% of children at expected or above 	Teaching assistant to support throughout the year £6595.

			for writing.	
Intervention programmes	‘In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	Purchase a one year subscription to – SpeechLink and Infant Language Link On online based intervention to support teachers and TAs in their work with SLCN and indicates the need for further support where required.	<p>The software enables teachers to screen pupils with speech and language difficulties.</p> <p>Targeted intervention programmes to be delivered to identified pupils.</p> <p>We expect to close the gaps in Speech and Language and communication needs.</p> <p>Outcome: Children who worked through the programme showed that the average progress of 3 months over a one month intervention programme. Children who had severe speech and language difficulties have individualised programmes created by the speech and language team that teaching assistants have delivered.</p>	£425 annual subscription for year 1. (For both packages).
Supporting parents	‘Parents have played a key role in	To purchase homework books, for Maths and	Children will be able to continue their home learning without the need of a computer to support.	£500 purchase of books



<p>and carers</p>	<p>supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families.'</p>	<p>English that children will have access to at home. Teachers to use books to set work from in cases of isolation. To continue to support learning at home.</p>	<p>Outcome: Through having the homework books during the Spring lockdown more children engaged with home learning. The books were then used for weekly homework tasks that up to 90% of the children completed.</p>	
<p>Teaching and whole-school</p>	<p>'Great teaching is the most important lever schools</p>	<p>To purchase new maths materials to support with first class teaching to</p>	<p>Resources with maths equipment will help children with their mathematical understanding and reasoning. Online subscription to maths catch up programme to identify the individual gaps in the children's learning.</p>	<p>£1000 – physical resources</p>

<p>strategies</p>	<p>have to improve outcomes for their pupils’.</p>	<p>ensure children have resources in appropriate bubbles to support the teaching of English, Phonics and Mathematics.</p> <p>Equipment that previously had been shared between classes needs to be contained in the same classroom bubble.</p>	<p>Additional reading books to support with the reading gaps for children.</p> <p>Extra spelling resources to support the teaching and learning to close the gaps for spelling.</p> <p>Subscription to Phonics Play for the year to support quality first teaching of phonics lessons.</p> <p>Outcome: 93% of children passed the Year 2 phonics by Summer 2021 (This year group did not take the phonics screening in year 1, summer 2020 due to lockdown.)</p> <p>The Single Word Spelling Test standardised test for spelling show results increased from children attaining an expected or above standardised score in Autumn 1, 2020 - 63% to the Summer 2021 - 76% of children achieved the expected standardised score.</p> <p>Doodle Maths programme is now used through the school to support with the teaching of maths at home and school, Autumn 2020 results show 64% of children in</p>	<p>£2000 – subscription to online learning support.</p>
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			the school at expected or above for maths. Summer 2021 results show 75% of children in the school at expected or above for maths.	
Teaching and whole-school strategies	Children lacking independence skills, confidence and resilience to complete simple tasks.	<p>PSHE, Health and Wellbeing Team to discuss the curriculum's use in school and how else we can promote resilience and independent learning.</p> <p>Ensure each class has access to a range of PSHE based stories as part of their learning.</p> <p>Ensure Continuous</p>	<p>Children will be secure in tackling new situations and learning opportunities independently</p> <p>Children will persevere and return to jobs.</p> <p>Children will be able to explain their feelings and emotions and know how to deal with these different feelings.</p> <p>Outcome:</p> <p>Purchases of books were made following recommendations from bereavement counsellors, wellbeing counsellors and PHSE advisors. Through the monitoring of the PSHE curriculum and interventions the resources are being used to support with teaching emotions and supporting children's wellbeing and mental health.</p>	£600 on additional PSHE books linked to emotions, resilience



		<p>Provision provides opportunities for independence and resilience</p> <p>Provide CPD for staff to support with teaching resilience, independence and metacognition.</p>		
			Total Cost	£11,120

What is the EEF guidance?

The EEF guidance suggests a 3-tiered* approach to COVID catch-up:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages

- Successful implementation in challenging times