

Ashton Hayes Primary School Catch-up funding action plan

Contextual information					
School name	Ashton Hayes Primary School	Acting Headteacher	Jon Gilbert	Academic year	2020 to 2021
Number of pupils	133	Funding allocation	£10800	% PPG pupils	4%

Background

The government announced £1 billion of **funding** to support children and young people to catch up lost time after school closure due to the pandemic. This is especially important for the most vulnerable and disadvantaged backgrounds. For primary schools this funding 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; and
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes: a school's programme for 5 to 16-year-olds – for more information, see the National Tutoring Programme FAQs, and an oral language intervention programme for reception-aged children.

The school's **funding allocation** will be calculated on a per pupil basis. A mainstream primary school will get £80 for each pupil in from reception to year 6 inclusive. The school will receive funding in 3 tranches – 1. autumn 2020 – this is based on the latest available pupil data in the October census; 2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that the school will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds; and 3. summer 2021 term - a further £33.33 per pupil or £100 per place.

The DfE guidance states '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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.'

Ref: Catch up premium, published 19 November 2020

Purpose of the action plan

1. To evidence how the school is using the COVID-19 funding to resume teaching the full curriculum following partial closure in the summer term 2020
2. To evidence how the school is using the funding for specific activities to support pupils to catch up as a result of lost teaching in the summer term 2020
3. To enable governors and trustees to scrutinise the school's plan for and use of catch-up funding. This includes consideration of whether the school is spending the funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Accountability			
Written by	Jon Gilbert	Approved by governors	January 2021
Updated	20 th January 2021	Reviewed by governors	

Rationale for use of funding	
Our spending has been allocated based upon the Education Endowment Foundation (EEF) evidence-based approaches for catch-up in the document coronavirus (COVID-19) support guide for schools and using the recommended implementation strategies in the EEF document school planning guide: 2020 to 2021 .	
Our strategic approach to the use of funding	
We have adopted the 3-tier approach recommend by the EEF	
<p>Tier 1 Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support <p>Tier 2 Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time <p>Tier 3 Wider strategies</p> <ul style="list-style-type: none"> Supporting parent and carers Access to technology 	
Our catch up priorities	Evidence base
<p>English – writing</p> <ul style="list-style-type: none"> Following the partial school closure, it is evident that although writing tasks were frequently accessed by all children, the same level of input from teachers along with a lack of immediate feedback has meant that the majority of children have not made the same level of progress that they would have done in school. This is particularly evident with those children who are of a lower reading ability, where we see the gap widening. 	Teacher summative assessments on reopening.
<p>English – reading</p> <ul style="list-style-type: none"> A lack of access to the school’s reading library, regular assessments and targeted interventions whist the children learned from home has had an impact on the majority of children. In particular children with SEND and those wo were not on track to meet ARE have been most impacted upon. 	Teacher summative assessments on reopening.
<p>Mathematics</p> <ul style="list-style-type: none"> Mathematics learning has continued to be of a good quality with the resources from the White Rose. Teachers have been able to cover the same concepts, with the same year group expectations. The quality of delivery, however, is not to the same standard with little interaction, or differentiation offered by teachers and TAs. Parents and carers have been working 1:1 with many children which has helped with this in many cases, but in others this support has been lacking. 	Teacher summative assessments on reopening.

Wider curriculum				
<ul style="list-style-type: none"> Teachers have made the home-learning experience as rich and diverse as possible in the circumstances. There is however no replacement for hands on, collaborative, learning which can only happen in school. 				
Behaviour				
<ul style="list-style-type: none"> Behaviour remains good, particularly in KS2. Children in KS1 and EYFS require support on re-socialising within the school setting. 				
Attendance				
<ul style="list-style-type: none"> Attendance is high following the reopening. 				
Tier 1 Teaching and whole school strategies				
Intent	Implementation of strategy	Cost	Monitoring	Impact
Quality first teaching	Provide teachers with resources to support quality planning and delivery of core subjects. Purchase Pathways to write, Pathways to read and White Rose Premium resources.	£1595		
Pupil assessment and feedback	Develop use of formative assessments across the curriculum to inform planning. Invest in NFER testing for English to inform accurate teacher assessment. Use Insight tracking to track and analyse progress and to identify gaps in learning.	£400		
Transition support	Through FAVSP, we are working on a separate transition project with our local high school, funded separately.			

Tier 2 Targeted approaches				
Intent	Implementation of strategy	Cost	Monitoring	Impact
One to one and small group tuition	Employ an experienced specialist teacher to support Y1 class in their reading a phonics 1 afternoon per week. Focusing on disadvantaged children and those identified as working below ARE due to lost teaching time. Employ experienced teacher to deliver catch up reading and Mathematics sessions throughout Y2 and KS2. Working with those identified with gaps in learning from teacher initial and ongoing assessments.	£6300		
Intervention programmes	Third Space Learning 1:1 tutoring session to support identified Y6 pupils to catch up. 1 weekly online session for 6 children.	£2300		
Extended school time	N/A			

Tier 3 Wider strategies				
Intent	Implementation of strategy	Cost	Monitoring	Impact
Supporting parent and carers	Purchase of online learning resources such as Spellzone, TT rockstars, My Maths and Linguafun to support families when learning from home. Children are instructed in school and can work with improved independence at home.	£205		
Access to technology	Access to technology in our community is good.			

Summary		
	Cost	Impact summary statements
Tier 1 Teaching and whole school strategies	£1995	
Tier 2 Targeted approaches	£8600	
Tier 3 Wider strategies	£205	
	Total expenditure: £10800	