



Catch-Up Funding Strategy

The Government has given all schools a lump sum of money to enable schools to address the attainment gap that has been created by the national lockdown and subsequent periods of self-isolation which have interrupted children's learning. This document details how we plan to spend that money and the rationale behind the decisions that have been made. The document should be cross-referenced with our action plan.

In making our decisions we have drawn on the guidance provided by the Education Endowment Fund. This supports our aim of gaining the maximum impact from the funding we have received.

At Geddington CofE Primary School we have therefore decided to focus on five priority areas:

1. To prevent the gap widening by ensuring that all pupils have access to high quality teaching and learning when having to self-isolate.
2. Tier 1 support - to adjust and improve QFT so that all children have access to a high quality curriculum even with the CV19 restrictions in place.
3. Tier 2 support - to provide targeted academic interventions for groups and individual pupils where assessments have shown this to be necessary.
4. Tier 3 support - to access specialist support from outside agencies where this is necessary to address more complex needs.
5. Mental health and well being - to ensure that the wider needs of children are met as this will be essential if they are to meet their potential now and in the future.

We recognise that children who are disadvantaged or vulnerable for other reasons may need more support than others if they are to achieve their full potential. In all out planning, their needs will be prioritised and where needed, additional resources will be made available to address these needs.

Summary Information

School	Geddington CofE Primary School	Amount of Funding Received	£16,240
NoR	201	Number of pupils eligible for PP	15

Planned Actions and Expenditure

Priority 1: To prevent the gap widening by ensuring that all pupils have access to high quality teaching and learning when having to self-isolate.

Key Action	Rationale/Evidence	Monitoring	Success Criteria	Cost
To purchase additional laptops to ensure that all pupils have access to online provision	School survey showed that approximately 10% of pupils didn't have sufficient access to IT. Disadvantaged pupils were disproportionately represented in this group.	Record kept of loan agreements to show who has borrowed them and to ensure that correct pupils have been targeted.	100% of children remote learning are able to access all the teaching resources - including accessing live teaching.	£1320
To enable live teaching to be accessed by children learning at home by: <ol style="list-style-type: none"> 1. Purchasing webcams for each class to facilitate live learning. 2. Staff training on approaches to remote learning. 3. Subscribing to online resources that support QFT 4. TLR3 project to deliver, improve and support remote learning. 	DfE evidence from lockdown 1.0 showed that live learning was a key factor in maintaining progress when children are remote learning.	Teachers planning. Pupil and parent feedback	Assessment data shows that children who have had times away from school are maintaining a similar rate of progress as their peers. Children returning to school from self-isolation are able to continue with their work with no additional support.	£518 £571

Priority 2: Tier 1 support - to adjust and improve QFT so that all children have access to a high quality curriculum even with the CV19 restrictions in place.

Key Action	Rationale/Evidence	Monitoring	Success Criteria	Cost
September PUMA/PIRA to baseline and identify gaps in learning and adjust plans accordingly.	EEF - assessment to direct learning .	Data entered on MARK and PPMs held.	PPMs have established focus areas for cohorts and individuals.	£650

Develop the use of pre-assessments to direct learning at individual, group and class level.	EEF - assessment to direct learning	Work scrutinies and planning	Pre-assessment are in place and teachers are able to articulate how they have adjusted their planning in light of findings.	
CPD on scaffolding, peeling off and the use of low contact marking to promote QFT within the restrictions of covid secure classrooms.	QFT will be sufficient for most pupils to close the gap but the delivery of QFT needs to be rethought in the covid environment.	Learning walks Planning scrutinies	Monitoring shows that almost all pupils are succeeding well and are working at ARE within the classroom. Autumn, spring and summer data drops show that most pupils are closing the gap on their FFT20 targets.	

Priority 3: Tier 2 support - to provide targeted academic interventions for groups and individual pupils where assessments have shown this to be necessary.

Key Action	Rationale/Evidence	Monitoring	Success Criteria	Cost
<p>Targeted group support run by school staff:</p> <ol style="list-style-type: none"> 1. Purchase Shine resources and complete staff training on the use of the materials. 2. Relaunch Inference Training for targeted children in KS2. 3. Timetable support sessions to start from Spring 1 - ensure staffing is in place and allocate funds to allow for additional hours as needed. 4. Reorganise RWI Phonics intervention work targeting children in Y2/Y1 who are short of threshold. 	EEF evidence points to targeted group interventions as a highly effective way of addressing gaps in learning.	<p>Spring and Summer data drops to be compared to baseline.</p> <p>SLT sampling of sessions.</p> <p>Pupil voice</p> <p>Discussion with teachers.</p>	<p>Data drops indicate that key areas have been successfully addressed and that rates of progress for lower ability learners have increased.</p> <p>Class teachers report that targeted children have increased confidence in class and the need for scaffolding and other support has decreased.</p> <p>Pupils report increased confidence.</p>	<p>£720</p> <p>Staff costs of approx £2500 over 2 full terms.</p>
<p>Access the National Tutoring Programme for disadvantaged and vulnerable learners where the gap to their peer group is larger and/or growing.</p> <ol style="list-style-type: none"> 1. From December data drop - identify which children are most vulnerable and are in need of additional coaching. 	EEF evidence points to tutoring as high effective with the most vulnerable pupils. High cost but high impact.	Feedback and reports from the provider.	Pupils receiving tutoring make significant gains from their baseline. Progress is much faster than other children in the school.	<p>£3000</p> <p>£1000 staff costs.</p>

<p>2. Identify which provider offers a programme that tallies best with the needs identified in school.</p> <p>3. Agree with all partners when and where the programme would be most effectively delivered.</p>				
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Priority 4: Tier 3 support - to access specialist support from outside agencies where this is necessary to address more complex needs.

Key Action	Rationale/Evidence	Monitoring	Success Criteria	Cost
<p>Reserve a suitable proportion of the grant to allow the school to access specialist support as and when the need arises. Examples could include:</p> <ul style="list-style-type: none"> • Additional EP times. • Counselling support/therapy • Jogo behaviour specialist support. • Play therapy. • Family interventions. 	<p>Lockdown will have long lasting and complex impacts on some children which will need specialist intervention.</p>	<p>Reviewed at team meetings - safeguarding or well-being teams</p>	<p>Where complex needs are identified the school is able to access appropriate support and good progress is measured when compared to baseline measures.</p>	

Priority 5: Mental health and well being - to ensure that the wider needs of children are met as this will be essential if they are to meet their potential now and in the future.

Key Action	Rationale/Evidence	Monitoring	Success Criteria	Cost
<p>Additional staff to undertake MHFA training to provide additional support for children with low to medium difficulties.</p>	<p>Observations and feedback from parents shows that a significant proportion of children are struggling with separation anxiety and other stress related issues.</p> <p>Attainment drop with some pupil is greater than would be anticipated and suggests that they have wider needs that will need supporting.</p> <p>Teachers are reporting that learning behaviours are not as strong as they were with some children.</p>	<p>Acting DHT will hold fortnightly reviews with Learning Mentor and other members of the well-being team to review actions and case load.</p>	<p>Boxhall profiles and SQA scores indicate that children are feeling more secure.</p> <p>Pupil comments reflect this.</p> <p>Parents report reduced anxiety.</p> <p>Teachers report that confidence has increased and behaviours for learning have improved.</p>	£250
<p>Additional staff to undertake Drawing and Talking training to enable more pupils to access this support.</p>				£225
<p>Purchase additional resources and programme material that will enable group and individual support to be implemented.</p>				£200
<p>Rearrange staff timetables to create</p>				

additional time slots for interventions to take place.				
Establish a well-being team to ensure that there is regular review of cases and impact of interventions that have been put in place.				