

## Thrybergh Primary School – Suggested COVID catch up spending 2020-21



**Rationale:** Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Thrybergh Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

School Information			
School	Thrybergh Primary School	Total catch-up funding	£11,120 (£80 PER PUPIL)
Academic Year	2020-21		
Total Number of Pupils on Role	140 (FTE) 159 (INC Non-FTE)		
			Total Spend - £15,874

Barriers to learning	
High numbers of disadvantaged pupils	94 / 140 (67%)
Parents with poor literacy and numeracy skills and therefore not being able to read with children or able to support homework	
High numbers of SEND pupils	52/140 (37%)
Pupils in the Early Years with significant Speech and Language difficulties	
Baseline entry scores are well below age related	
Historically poor attainment for PP children with comorbidity	
COVID19 means loss of learning will only enhance the gap between disadvantage and others	
Desired Outcomes	
Disadvantaged pupils to outperform National (all)	
Closing the gap with Reading progress score	
% of children reaching Expected Standard increased – Children ready for the next step in their education	
Diminish any differences between PP pupils and Other Pupils	The gap between progress scores are below 1.0

Planned Expenditure					
Academic Year	2020-2021				
EEF recommended strategy	Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead And cost Cost
<b>One to one and small group tuition</b>	<p>By providing maths and reading catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths and reading.</p> <p>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress.</p> <p>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>The TAs released to support raising standards each afternoon.</p> <p>Teachers targeting individual need with differentiated work.</p> <p>Daily 1:1 reading with targeted children</p> <p>Additional support for development of fine &amp; gross motor skills (FS2-Yr1)</p>	<p>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>The TAs in each class guarantee that each afternoon staff are able to boost children.</p> <p><b>Y2 phonics Autumn predictions – March 2020 predictions for this cohort – 9/12 – 75%</b></p> <p><b>Y1 phonic predictions – 12/19 – 63% currently</b> TARGET 16/19 – 84%</p> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• Y4 EOKS – 82% BUT target for EOY – 27% (11 children need additional support)</li> <li>• Y5 EOKS – 60% BUT target for EOY – 40% (4 children)</li> <li>• Y6 EOKS – 56% BUT target for EOY – 37% (2 children for EXS BUT 5 more chn who are targeted for GDS)</li> </ul>	<p>The HT to monitor the afternoon sessions, ensuring the classes remain challenged and the interventions are strong in shifting standards.</p>	<p>RPMcD, KE, KL and ES</p> <p>Nil – use of sports coach and existing staff</p> <p>£9.85 per hour (TA ) x 6 hrs per week x 2 adults = £118.20 per week X 12 weeks = <b>£1418.40 (JD, AP or DK)</b></p> <p>£12 per hour (TA) x 6 hrs per week x 3 adults = £216 per week X 12 weeks = <b>£2592 (SS, BP, AT)</b></p> <p><b>Total = £4010.40</b></p>

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<p><b>One to one and small group tuition</b></p> <p><b>Intervention programmes</b></p>	<p>By providing maths and reading catch-up interventions for identified children in the in the afternoons, we expect to close the gaps in maths and reading.</p>	<p>Weekly catch up sessions on key concepts for each child who will need this to support with catch up within the year- implemented after school with a years commitment from current teaching staff- training for this, identify children, get parents to commit to this and children- 3:15- 4:15 once per week in a group no more than 10 children working on similar concepts that is assessed and staff made accountable</p>	<p><i>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</i></p> <p>Individuals and groups to have made the more than expected progress within the year to get them to be expected standard</p> <p><i>Maths Data shows</i></p> <ul style="list-style-type: none"> <li>● Y3 EOKS – 65% BUT only 47% on track to meet this years' target (4 children need small group tuition)</li> <li>● Y4 EOKS 71% BUT only 10% of children are on track for EOY target (8 children need significant extra support)</li> <li>● Y5 EOKS 55% BUT only 40% of children are on track for EOY target (7 children need significant extra support)</li> </ul>	<p>Tight planning in place leaders hold teachers to account after each set of 10 sessions</p> <p>The HT to monitor the afternoon sessions, ensuring the classes remain challenged and the interventions are strong in shifting standards.</p>	<p>All Teachers – as above</p> <p>Maths Small group tuition 9.85 per hour (TA ) x 6 hrs per week x 2 adults = £118.20 per week X 12 weeks = <b>£1418.40 (JD, AP or DK)</b></p> <p>£12 per hour (TA) x 6 hrs per week x 3 adults = £216 per week X 12 weeks = <b>£2592 (SS, BP, AT)</b></p> <p><b>Total = £4010.40</b></p>
<p><b>Access to technology</b></p>	<p>Purchase of additional computers for pupils to access online learning while at school and at home for online learning.</p>	<p>To enable all pupils to access online learning at home.</p>	<p>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>The HT to monitor the afternoon sessions, ensuring the classes remain challenged and the interventions are strong in shifting standards.</p>	<p>Chrome books – full class set 30 @ £140.00 £4,200.00</p>

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<p><b>Supporting parents and carers</b></p>	<p>By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children’s reading and phonics ability.</p>	<p>The purchase of additional sets of phonic reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book ‘quarantine’ rules.</p> <p>The purchase of ‘pre-reading’ Sound Blending Book Bag Books to use in Reception – enabling teachers to send single word books home for parents to practise with their children.</p>	<p>‘Parents have played a key role in 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, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’</p> <p><b><i>EYFS data suggests 12/20 children currently will meet the reading ELG – 60%</i></b></p> <p><i>By purchasing more resources to support this we are aiming for 15/20 – 75%</i></p>	<p>KL</p> <p>£297 X 2= £594</p> <p><a href="https://www.amazon.co.uk/Read-Write-Inc-Phonics-Blending/dp/0198424574/ref=pd_sbs_14_3/261-5834464-6550451?encoding=UTF8&amp;pd_rd_i=0198424574&amp;pd_rd_r=6ede342f-6a12-4b6c-b4a4-40db8ec2ce4b&amp;pd_rd_w=TDQdA&amp;pd_rd_wg=xl_vfA&amp;pf_rd_p=b9bf232d-9a8a-4c7d-aa9d-641c0995d3a2&amp;pf_rd_r=CFS6EX4NY44QCYEFJR77&amp;psc=1&amp;refRID=CFS6EX4NY44QCYEFJR77">https://www.amazon.co.uk/Read-Write-Inc-Phonics-Blending/dp/0198424574/ref=pd_sbs_14_3/261-5834464-6550451?encoding=UTF8&amp;pd_rd_i=0198424574&amp;pd_rd_r=6ede342f-6a12-4b6c-b4a4-40db8ec2ce4b&amp;pd_rd_w=TDQdA&amp;pd_rd_wg=xl_vfA&amp;pf_rd_p=b9bf232d-9a8a-4c7d-aa9d-641c0995d3a2&amp;pf_rd_r=CFS6EX4NY44QCYEFJR77&amp;psc=1&amp;refRID=CFS6EX4NY44QCYEFJR77</a></p>
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