



Catch Up Funding Statement 2020-2021

Total number of funded children:	295	Total amount of catch-up funding:	£23,600 (£11,770 received to date)
Publication date:	May 2021	Authorised by:	Clare Harding

How is the funding used at Asquith Primary School?

At Asquith Primary School, we know the educational impact of COVID-19 is significant. Despite our best efforts, we know that groups of children have returned to school having missed substantial parts of their education. Our aim is to allow every child to go through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

Our curriculum will enable us to rebuild relationships; understand the individual child and their community; acknowledge and manage loss; know, acknowledge and address the gaps in learning through a transparent curriculum and ensure all children continue to develop the skills for learning which engages and inspires. Our Curriculum will value and promote curiosity, innovation and self-expression as well as empower children with progressive subject knowledge and skills.

Our children's well-being will be at the heart of everything we do to ensure they all restore mental wealth, so that their aspirations for their future can be achieved. We will ensure all our children receive the best possible education, enabling every child to achieve their potential, irrespective of their educational, social and emotional experiences during this global pandemic.

Quality first teaching for every pupil is imperative to ensure that the gaps in children's knowledge and understanding are filled rapidly. We intend to use the catch-up funding in addition to high quality teaching to address the learning needs of the children who require it most. This might be children who are disadvantaged and in receipt of pupil premium, those children who have been identified as returning to school with the most significant academic regression, or those who have returned with significant concerns regarding their emotional wellbeing.

At Asquith Primary School, we have applied the same approach to the use of Pupil Premium funding, for the use our catch-up funding, providing clear rationale for our spending, supported by evidence, with appropriate accountability. We have put together a plan that we feel will best allow our children to meet their full potential. The government catch-up funding allocated to Asquith Primary School is used as effectively as possible to tackle these differences and inequalities and raise pupil outcomes. Strategic interventions are deployed across the school to ensure the most effective use of this funding to maximise impact. These interventions are reviewed half termly to ensure impact and value for money. At Asquith Primary School this action plan has been created to ensure we continue to drive progress and improve provision for all children.

What are the main barriers to educational achievement faced by children at Asquith Primary School?

We regularly review the barriers to learning which face our disadvantaged children as well as the wider school community which we serve. This contextual information is crucial for ensuring that our approaches are targeted and focus on the correct issues. It is anticipated that the barriers to learning identified below will be experienced by more of our children than ever before, and those that faced them previously, will have these barriers exacerbated due to the impact of Covid19.

These are the key aspects of child poverty and disadvantage which affect our children:

- Material Poverty
- Emotional Poverty
- Poverty of experience

- Poverty of language
- Poverty of aspiration

We have also identified four main barriers to learning for our disadvantaged children;

- Poor attendance and punctuality – many of our disadvantaged children have poor attendance and punctuality, caused by a range of factors including attitude towards education, distance from school and issues at home.
- Poverty of language (poor spoken English & limited vocabulary knowledge), alongside poverty of experience and aspiration in relation to experiences which can be drawn upon in their writing and lack of exposure to high quality stories and texts at home.
- Disadvantaged children with areas of weakness in reading, writing and/or maths; gaps in their learning or misconceptions which prevent further progress.
- Poor emotional wellbeing and mental health due to a range of factors including chaotic home life and traumatic life experiences.

There is an acceptance that the overwhelming majority, if not all children, will have been negatively affected in some way by the COVID-19 pandemic. We have identified the following 'COVID-19 specific' issues affecting our children:

- Significant gaps in children' skills and knowledge due to lack of daily teaching and daily practice.
- Children have missed significant experiences affecting their cultural capital and ability to make connections in their learning.
- Widening attainment gap between some disadvantaged and non-disadvantaged children due to lack of daily teaching and appropriate intervention.
- Lack of engagement with home learning during school closure/self-isolation.
- Poor speech and language; lack of opportunity for regular, sustained dialogue with range of peers/adults and appropriate modelling of vocabulary from adults.
- Home environments lacking structure, routines and appropriate boundaries during school closure - affecting children' behaviour for learning and mental health.
- Mental health issues affecting our children' wellbeing and academic performance.

Spending Priorities and Rationale			
Priority 1	To identify and close gaps in academic learning for children identified as vulnerable or as having returned to school with significant gaps in/barriers to learning.		
Priority 2	To target pastoral support to the most vulnerable children to support their emotional well-being and mental health.		
Priority 1			
Objective / Rationale	Implementation Strategies	Cost of implementation	Implementation Outcomes / Evidence of Impact / Monitoring
Objective: To improve the communication and language skills, expressive and receptive vocabulary, and listening and	EYFS – Nuffield Early Language Intervention Programme (NELI) https://www.nuffieldfoundation.org/project/nuffieldearlylanguage-intervention	No cost due to training taking place in lockdown and existing staff being used to	Improved performance of targeted children, particularly disadvantaged children, in relation to communication and language skills.

Objective: To improve KS1 children's ability in phonics & reading fluency; phonological awareness and letter sound knowledge, oral blending, sight reading of phonetically irregular words, their ability to read fluently.	Additional teaching assistant to be deployed within KS1 to enable additional 1:1 and group phonics sessions to take place. 1:1 phonics 'top up' sessions and group sessions for identified Year 1 and Year 2 children who require additional support.	Cost of TA 1hr x 5 days per week for Summer and Autumn Terms = £3,470.06 (Autumn Term TBC)	Improved performance of targeted children, particularly disadvantaged children, in phonics. Children meeting expected progress measures through the phonics programme.
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Rationale: • Significant gaps in children' skills and knowledge due to lack of daily teaching and daily practice. • Widening attainment gap between disadvantaged and non-disadvantaged children due to lack of daily teaching and appropriate intervention. • Lack of engagement with home learning during school closure/self-isolation Children in KS1 (Year 1 & 2) missed a substantial amount of daily phonics teaching due to school closure. In addition, many children did not read regularly at home or practise their phonics skills. Developing these early reading skills is fundamental to accessing, and achieving success in, all aspects of our curriculum and essential for success in later life. Baseline phonics/reading assessments show that there is a clear increase in the number of children in the lower phonics bands used to assess and group children each term. Proportion of children in the lowest three bands rose in September 2020 compared to September 2019. The proportion of disadvantaged children within these lower phonics bands rose from September 2019 to 2020.	• Interventions to take place for the whole of the summer term. • Sessions focus on: oral blending, phoneme/grapheme correspondence, sight reading of phonetically irregular words. Staffing Requirements: ☐ 1 x additional staff member for 1 hour per afternoon.		Gap eradicated between disadvantaged and nondisadvantaged children in relation to phonics test outcomes/performance in phonics. Phonics- EEF evidence +4 months Monitoring: Lesson observation & pupil discussion undertaken for every child to determine impact. Assessments will be undertaken prepost tutoring sessions to determine impact on academic outcomes.
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Objective: To improve the academic outcomes of disadvantaged children and others whose performance has been adversely affected by lockdown.	KS1 – Maths Additional teaching assistant to be deployed within KS1 to enable additional 1:1 and group phonics sessions to take place. 1:1 maths sessions and group sessions for identified Year 2 children who require additional support.	KS1 Cost of TA 1hr x 5 days per week for Summer and Autumn Terms = £3,470.06 (Autumn Term TBC)	Identified pupil's academic performance improves with the aim that these children are at least in line with their peers. Small Group Tuition- EEF Evidence/ +4 months
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Rationale: • Significant gaps in children’s skills and knowledge due to lack of daily teaching and daily practice. • Widening attainment gap between disadvantaged and non-disadvantaged children due to lack of daily teaching and appropriate intervention. • Lack of engagement with home learning during school closure/self-isolation. □ Home environments lacking structure, routines and appropriate boundaries during school closure - affecting children’ behaviour for learning and mental health.	• Interventions to take place for the whole of the summer term. • Sessions focus on basic maths skills including place value and computation. Staffing Requirements: □ 1 x additional staff member for 1 hour per afternoon. KS2 High quality, small group, teacher led sessions implemented during school time to close gaps in knowledge in maths and reading. • 20 groups of 3 children from years 3-6 (identified as having significant gaps in knowledge in maths and reading) • Targeted curriculum support closely meeting the needs of the children • Clear focus on English and Maths skills to close gaps. • Staffing Requirements: • 1 x teacher delivering 20 sessions per week • Each group of 3 children receives 1 hour per week for 15 weeks. KS2 Additional teaching assistant to be deployed within KS2 to enable additional 1:1 and group sessions to take place during the Autumn term for identified children.	KS2 Summer term funded through NTP (National Tutoring Programme); 75% of costs met by the DfE. Cost to school = £3,675 (actual cost = £14,700) Books and resources = £200 Cost of TA 2hrs x 5 days per week for Autumn Term = £3,470.06	Monitoring: Pupil discussion undertaken for each child to determine impact. Pre and post assessments will be undertaken to determine impact on academic outcomes. Ongoing monitoring of progress where appropriate – Spelling Shed and Flash Academy
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	Whole School Flash Academy Online support for children with EAL – providing diagnostic assessment with a tailored programme supporting the use of a child’s first language as well as English. Programme to be accessed in school and at home. Targeted initially at children who have joined the school during the last 12 months with little or no working English. 10 children x 1 supported session per week. Daily access at home and at school. Laptops provided where needed. KS2 Spelling Shed Online resource to support the acquisition of the key skills of spelling and word knowledge through high quality activities that engage children. Children able to access at school and at home. Laptops The school received an allocation of 53 laptops to support home learning during lockdown. These will be returned to school when no longer needed at home and used to support learning in school. Additional storage is needed for these laptops.	10 x logins = £500 1 year subscription Headphones to support individual learning x 10 = £77.94 1 year subscription = £149.40 2 x laptop storage trollies = £3000	
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Priority 2			

Objective: To provide high quality emotional support for vulnerable children in school through targeted interventions and in class support around mental health and wellbeing. Rationale: - Increased pressures on families throughout lockdown has had a negative impact on the emotional wellbeing of children, especially those with existing family issues. - Higher levels of anxiety in children returning to school after extended period of time out of school routines. - Financial pressures have led to higher proportions of parents relying on food banks and donations which leads to increased social and emotional worry. - School safeguarding data shows that upon returning to school in September, there was increased social care involvement for families across the school with more serious concerns for some families who already had social care involvement.	Year 5/6 One Goal Workshops (in person, outside provider) and resources – to be used by school staff that improve mental health and wellbeing through helping children to understand and care for their own mental health. Programme designed to award children through becoming ‘Mental Health Champions’. Whole School Zumos Online programme (support by CAHMS and NHS) that provides resources, activities and support for all children. Key ‘How to be Happy’ videos support a whole school approach to mental health – delivered once a day in all classes. Additional features to be used with identified children to support them at school and at home. Parental engagement is encouraged. A long term strategy in school will see the resource being used with whole classes, groups and individuals. Whole School On the Ball Additional sports and physical activity sessions following the third lockdown. Focus on building	3 x workshop and resources plus ongoing support for staff in delivery = £790 Subscription including resources, retraining and ongoing support - £495 £1,120	Higher numbers of vulnerable children able to access vital emotional support. Extremely vulnerable children identified can receive additional support to meet their complex needs. Targeted children demonstrate improved emotional wellbeing and can access learning more readily, feeling safe and secure in school. Data monitored to identify trends across school and to monitor wellbeing of individuals. Children’s perception of their own wellbeing improves with greater engagement in learning in the classroom.
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	physical stamina and developing cooperation skills.		
	Total:	£22,488.52	
	Money to be allocated:	£1111.48	