



Expenditure and amount of funding

Sept 20 – March 21 – £17874.61

Apr 21 – Aug 21 – approx. £8000

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 St Bartholomew's 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. Intensive support has already started and will be adjusted following assessments in December. The table below outlines our intentional spend with a rationale accompanying each decision.

Action plan for Expenditure

EEF recommended strategy	EEF Rationale	Specific implementation at St Bartholomew's	Cost	Expected impact
One to one and small group tuition	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	KS1 year 2 have an extra trained support assistant taking both individuals and small groups every morning to address any gaps in phonics and early reading KS2 to use two trained members of staff One to be assigned to Y6 every morning for both maths and English support – groups / individuals identified by class teacher Year 3 to have individual and group support by HLTA and a TA for a six-week programme, full time. To be reviewed every 6 weeks. Year 4 to have intensive 1:1 support on a rolling programme in the afternoons Year 5 to have intensive 1:1 support on a rolling programme in the	£17,000	By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in phonics/ 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. Comprehension intervention will support all areas of the curriculum

		<p>afternoons both y4 and 5 will focus on reading and comprehension skills</p> <p>Year 6 additional small groups before and after school to support identified gaps</p>		
Intervention programmes	<p>‘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’.</p>	<p>From January a specific maths intervention in years 5 and 6, 3 times a week</p>	£2799	<p>By providing maths catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths and to raise confidence</p>
Access to technology	<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 purchase and implementation of online learning platform Maths Rock Stars for KS2 and NumBots for KS1.</p> <p>To renew Bug Club on- line reading</p> <p>To survey parents to discover internet and computer access at home so if class lockdown occurs children can be targeted with either equipment on paper documents.</p>	£4000	<p>By ensuring that children have access to quality maths and learning practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.</p>
Supporting parents and carers	<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>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 for children to take home on a regular basis, incorporating book ‘quarantine’ rules.</p>	£1000	<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>