

## Catch-Up Funding High Ham Church of England Primary School 2020/21

### Updated Spring Term 2021

You may recall our [School Development Plan \(SDP\)](#) included a focus on 'Quality First Teaching' (QFT). QFT is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. It includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others. QFT has existed in one form or another since 2010. Though the minutiae of what it involves has changed over time, some core principles have remained consistent – personalising learning to pupils, encouraging greater inclusion of pupils with SEN needs, and working to narrow the attainment gap. Taken from third space learning website.

BBC News: The idea that children must "catch up" with learning lost due to the pandemic is heaping "huge" pressure on them, educational psychologists have warned. Many pupils have missed out on months of face-to-face teaching. But the British Psychological Society says children's wellbeing, rather than their learning, should be the focus. The government said it was funding support for pupils' mental wellbeing. Dr Dan O'Hare, co-chair of the BPS division of educational and child psychology, said it was "absolutely understandable" that parents are concerned children have "been missing out on many aspects of their formal education" - but warned against setting expectations too high. "The notion that children need to catch up or are 'behind' at school due to the pandemic reinforces the idea that children have 'one shot' at their education and puts them under even more pressure to perform academically after what has been a challenging and unprecedented time for everyone," he told the PA News agency. "Formal lessons must of course continue, but we shouldn't simply expect children and young people to pick up where they've left off and 'catch up' immediately on any gaps in their learning. "This places huge and unnecessary pressure on children who have been through an extraordinary and potentially stressful time."

Over the coming weeks and months teachers will do what they always have done where pupils are taught and then assessed and retaught on a continuous cycle. By the time summer term reports are written you will have a clear idea of where your child is in relation to ARE (Age Related Expectations). If teachers feel pupils need additional support they will allocate their time or teaching assistant time to support them. As parents/carers if you can continue to support your child to complete homework activities and to read daily that would be advantageous. In the past all of our progress measures have always shown that the children who achieve ARE or above are those who read regularly at home.

In terms of your child's mental health, this will continue to be supported and we will value your support with encouraging your children to independently return to school and share their passion for their learning. Bubble teaching will continue for as long as we can manage during this term. Pupils will enjoy seeing their friends and coming back together. Please reassure them and don't worry if they appear anxious, for some coming back will be a big step. But they will take it in their stride and our staff will support them. If they are feeling anxious/concerned please bring them to school and a member of the senior leadership team will welcome them back.

**Written Autumn Term 2020**

**Amount of funding:** DFE £12,720 Planned expenditure (Approx. £12,910)

**Distribution of costs:**

Additional SENCO time: £500

Second class teacher for Y5 class for start of term: Approx. £1,750

Additional TA hours(4 hrs per class): Approx. £9,360

Mental Health Support: Approx. £1,300

School contribution: Approx. £190

**Gov UK Information:** The government has announced £1 billion of funding to support children and young people to catch up. This 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. <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

**Intent:** To use the catch up premium to enable our pupils to make up for some of the lost teaching time.

**Implementation:**

**Impact:**

**Termly impact review**

*In the autumn term much of the funding will be needed to increase the pastoral support for pupils in every class to enable them to settle back into school routines confidently and in some cases regain their enthusiasm for learning and to get used to new routines. As the term progresses, we will be able to focus more on small group and 1:1 support once we have clearly identified where the gaps in learning are. Each class teacher has summarised how their allocation of the funding will be used.*

**Ash class  
Miss Sanford**

Autumn term:  
TA time to ensure the children are able to settle well into the school routine having finished Pre-school early and had no induction. Initial focus; leaving parent outside of classroom, independently coming in and sorting out own equipment, pastoral support encourage positive

Autumn Term: Ch. have settled well, xx% able to come in on their own without parents coming onto school site. Children learning well and are becoming good at communicating their feelings. The children are happy and confident. See [Ash class twitter feed](#) for some photo evidence.

	<p>interactions amongst children and introducing boundaries as well as a love of learning.</p> <p>Spring term: To use TA support to provide some 1:1 and small group phonic, early reading and number work for those children identified in my baseline assessments who are needing further support in order to be on track to meet ARE at the end of the year.</p>	
<p><b>Cedar Class</b> <b>Mrs Evans</b></p>	<p>TA time. Meeting children at door to aid coming into classroom without parents and to deal with any issues which may arise.</p> <p>Working in small groups and on 1-1 interventions with children who have fallen behind or who already had SEN needs which have not been able to be supported fully due to home learning. Currently, these groups are working on Phonics, speech and language, reading and writing and some children will go on to do number work.</p> <p>TA also helping with assessments to fully understand where children are with their learning and where there are gaps.</p>	<p>Autumn Term: Children are happily coming into class independently and parents are reassured.</p> <p>The Phonics screening went well with several of the Year 2s having benefitted from some small group work on Phonics. Reading and writing groups and 1-1 are progressing with their learning and becoming more confident in their own ability.</p>
<p><b>Elm Class</b> <b>Mrs Palmer</b></p>		
<p><b>Maple Class</b> <b>Miss</b> <b>McElwaine</b></p>	<p>TA time.</p> <p>1:1 and group interventions with children who are behind or who already have SEN needs. These interventions include Read, Write, Inc. and Spelling Detectives.</p> <p>Completing assessments for those children on the SEN register.</p> <p>Providing pastoral care for the children who have struggled readjusting to being back in school.</p>	<p>Autumn Term: Children are happy coming in to class independently.</p> <p>They are making good progress in their interventions and becoming more confident with their independent work. While my TA is working from home continuing with interventions via GC has been really worthwhile and has aided their progress, the children appear to enjoy the irresponsibility and control over their own learning which this brings too.</p>
<p><b>Oak Class</b> <b>Miss Peach</b></p>	<p>Additional class teacher for ten days - To support the start of term for class who have not been in</p>	<p>Autumn Term: The children are all settled in class and they are working well. There are some small ongoing issues with</p>

	<p>school for a long time as they enter their final two years and to offer them some stability with regards staffing to help meet their emotional needs. The funding has provided TA time- 4 x 2-hour sessions a week. This time has been used to deliver 1:1 support (Read Write Inc) to children who are on the SEN Register and have not had so much support at home during lockdown. The TA has also delivered some spelling intervention, and some gross and fine motor skills work, following a care plan provided by the OT. In her sessions, the TA has also been available to support any children who are experiencing any SEMH issues.</p>	<p>friendships, but we regularly have circle time to address these immediately. Having the extra teacher at the start of term really helped them to settle and for us to set back up and focus on reading and their key vocab and literacy skills.</p> <p>The 1:1 support is helping the children to gain in confidence and independence after a sustained period of time out of school. Furthermore, the SEN children are appearing more focussed and they are generally showing more pride in their work. These children are now making some progress with their learning, especially in reading.</p>
<b>Willow Class Mrs Edwards</b>	<p>TA support was not put in place until after half-term. The HLTA provided cover two mornings. Since half-term there is now three mornings TA support. This has been split between 1 session supporting mathematics in class and 1 session delivering spelling interventions and extra reading to children on the SEN register and children who are needing extra support after lockdown.</p>	<p>Autumn Term: The class is settled and working hard. The TA support during the mathematics lesson has raised the confidence of a core group. Data shows that this has had an impact on their recent assessment results with 11 pupils already at Age Related in Maths and Spag. The pupils who receive 1-1 support are making steady progress and it is notable that those parents engaging with reading at home is starting to be demonstrated in their work at school.</p>
<b>SENCO</b>	<p>Additional time allocated to enable SENCO to track work and plan for interventions as well as monitor the provision and the impact. Online whole school record keeping systems have also been set up TA's,</p>	<p>Autumn Term: From monitoring of online records, it is evident that children have been identified appropriately and that suitable interventions have been put in place. This will be continually monitored. Our new support staff online record keeping is also working well.</p>
<b>Mental Health Support</b>	<p>Specialist support for some Y4,5,6 class support as well as 1:1 Work with parents/children.</p>	<p>Autumn Term: Children who have been working 1:1 are now able to work in class sessions, they have settled down well and adjusted to the new ways of working at school and the new routines.</p>