



HPL Catch-up Funding Planned Expenditure

Amount of funding: £32, 880

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. 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, DfE 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.

EEF recommend strategy	School rationale	Implementation L/K KS2	Cost	Expected impact/outcome
Third Space Learning: 1-1 Online Maths Tuition	Extensive evidence carried out by The Sutton Trust for EEF and NTP shows that children can make significant progress with high-quality tutoring. This tutoring specifically aims to address the ‘Disadvantage Gap’ and ‘Regional Gap’.	Weekly 1:1 Maths tuition for targeted KS2 children. This would include disadvantaged/SEND children, bottom 20% and top 20%.	10 targeted children (disadvantaged / bottom 20% / securing top 20%) will receive weekly hour sessions for a minimum of 12 weeks. School staff to further support their weekly sessions, will deliver supplementary work (Spring). Autumn x1 places (Year 6) Spring and summer x30 places (Year 6 and Year 5 – Year 5 and Year 4) <i>Total costing: £8,255 (x10 places have received 75% NTP subsidy funding)</i>	Children receiving this 1-1 weekly tuition will make accelerated progress in Maths; positively impacting on their confidence and self-esteem in all areas of Maths. Staff will be able to use ‘premium’ resources provided and become more confident in their delivery of Maths and how to target gaps in learning, in more depth.
NFER Termly Assessments: Spring and Summer	To ensure all children are receiving accurate, termly summative assessments in line with end of KS1 and end	Years 1, 3, 4 and 5 Termly assessments for all distinct groups.	Years 1, 3, 4 and 5 Spring and summer assessments Teacher guides for each year group along with reading	Staff will become more confident in identifying gaps in learning using the QLA and pupil progress reports. Because of this and through the in-depth analysis from



	<p>of KS2 summative assessments.</p> <p>These assessments will further allow and provide the following:</p> <ul style="list-style-type: none">• Attainment comparison reports• Question Level Analysis reports• Programme of Study report – class average against areas of curriculum focus.• Individual Progress reports. <p>All of this will support staff in further continuing to ensure all children's learning is catered for specifically with gaps identified and then planned for effectively and met, across all distinct groups. Evidence suggests that in order the learning gap of all groups of learners, including the 'disadvantaged' and 'regional' gap, to be closed specific and effective Afl and QLA must take place in order staff to effectively identify gaps in learning and address them efficiently and successfully.</p>		<p>prompt / answer booklets have been ordered for Reading, Maths and GPS.</p> <p>Total costing: £4,006</p>	<p>the reports provided, children will make accelerated progress and gaps will be closed, specifically for disadvantaged children and the bottom 20%.</p> <p>Lessons and the individual needs of children will be continued to be met based on outcomes from assessments.</p>
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<p>Leading the Numicon Intervention Programme (2-day course)</p>	<p>Based on research and evidence gathered through EEF, small group tuition/intervention is effective (the smaller the group the better). Children are able to make up to 4 months additional progress and demonstrated more sustained Engagement, which is more closely matched to learners' needs.</p>	<p>Maths subject leader to attend the 2-day course and then facilitate training in school for whole staff / selected staff who will be delivering the intervention programme. Selected staff from each phase to become an 'intervention champion' and can advise / support other staff in their phase with Numicon if needed/required alongside subject leader.</p> <p>Targeted bottom 20% of children across whole school (6-11year olds) to receive the intervention programme, where required.</p>	<p>£300pp + VAT 12-week intervention with 2-3 lessons per week. <i>(provisional)</i></p>	
<p>Numicon Whole School Staff Training: Getting the most from Numicon Manipulatives.</p>	<p>As above</p>	<p>All year groups and distinct groups.</p>	<p>If delivered as an INSET day £920+VAT (up to 35 staff) OR the attendance at a 1-day regional course of £99pp+VAT x2 <i>(provisional)</i></p>	<p>As above. Build staff confidence in how to use and support all children with using Numicon to support their learning. Children will be able to use and recognise when and how Numicon can support them with their learning,</p>
<p>1st Class @ Number 1 (Every Child Counts initiative through Edge Hill University)</p>	<p>EEF trial research conducted by Oxford university found that children who received 1stClass @ Number made two</p>	<p>Intervention delivered to targeted disadvantaged / SEND / bottom 20% of children in Years 2 and 3.</p>	<p>£990pp to attend the course. Children will receive 30 half-hour sessions to a group of up</p>	<p>Targeted bottom 20% of children will make accelerated progress in the Math and will become more confident in applying this</p>



<p>(Becoming 1st Class @ Number – aimed at children who need support to secure ELG for number).</p> <p>CPD for LSA/s who will deliver the intervention.</p>	<p>months’ additional progress in maths, on average and children with the lowest prior attainment made seven extra months of progress in comparison.</p> <p>It has shown that children from the bottom 20%, who need more support, will receive the biggest impact on their learning through receiving this intervention.</p>		<p>to four children, for 10 -15 weeks.</p> <p>LW to email Leeds contact: 01695 657133 ecc@edgehill.ac.uk</p> <p><i>(provisional)</i></p>	<p>knowledge across wider aspects of the subject e.g. reasoning. LSA’s receive CPD and become more confident in supporting out lowest attaining children.</p>
<p>White Rose Maths Hub CPD for developing Mastery for top 20%</p>	<p>Research through EEF demonstrates that mastery-learning approaches are effective, leading to an additional five months’ progress, on average with children being able to show an impact of up to six months’ additional progress.</p> <p>Mastery learning appears to be particularly effective when pupils work collaboratively, taking responsibility for supporting each other’s.</p>	<p>Top 20% of children targeted throughout each year group across whole school.</p>	<p>Total costing: £1,500</p>	<p>Through the support and CPD, targeted top 20% of children across school will make accelerated progress. Children will be more confident and work more efficiently towards meeting the high expectation / ‘bar’ set for them and through the use of concrete-pictorial and abstract concepts being used will further support this impact in Maths but across English and the wider curriculum.</p>
<p>Additional Mathematics manipulatives</p>	<p>Based on evidence and research gathered by EEF on collaborative learning, the mastery approach and individual / small-group interventions these resources will best support this and provide all children with additional visual and practical</p>	<p>All children, including the bottom and top 20%)</p>	<p>Total costing: £1,000</p>	<p>Through support and CPD this will provide whole school support for all children</p> <p>(Links to SDP)</p>



	<p>manipulatives can help aid a child's understanding and provide an increased positive learning experience, supporting their engagement. They can also support explaining the meaning and justification of using different mathematical processes.</p>			
Access to technology: SumDog	<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 'SumDog' for all children across school to access and use consistently.</p>	<p>Total - £1,525.75</p>	<p>By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school and homework activities, 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 R,W,Inc. 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. 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</p>	<p>£279.50 – 1 x Pack of 100 Sound Blending Book Bag Books (Reception)</p> <p>£112.00 – My sets 2 and 3 speed sound books x4</p> <p>£112.00 – My set 1 speed sounds book x4</p> <p>£62.50 – Red word cards pack of 10 x1</p> <p>£165.00 – A4 speed sound cards set 1 (pack of 5) x1</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>



		practise with their children. The purchase of Read Write Inc. Phonics Kits for parents to enable additional catch-up learning to take place at home for those children with the largest gaps in reading and phonics.	<p>£165.00 – A4 speed sound cards set 2 and 3 (pack of 5) x1</p> <p>£24.00 – Fred the Frog toy x4</p> <p>£38.00 – set 2 and 3: speed sound cards x 4</p> <p>£38.00 – set 1 speed sound cards x 4</p> <p>£74.00 – green word cards (pack of 10) x1</p> <p>Total costing: £1,070</p>	
SNAP – Rising stars resource to support SEND pupils	To support the SEND children within school academically and from a well being perspective. Ensuring that pupils who are vulnerable can continue to catch up and make progress.	Implementation of assessment baselines with pupils – identifying any additional barriers to learning. Contact: Angela McCabe	£745.96	
Outdoor adventure learning – invest in developing forest school. Well-being and mental health alongside wider curriculum	Based on current research and impact gathered, outdoor, forest school learning, is known to build children’s confidence, oracy, language and communication skills, social skill, increase motivation and engagement, improve their physical skills alongside their knowledge and understanding of the world.	All children Targeted key groups of children – bottom 20% / vulnerable / PP children to access more regularly.	£797.00 Forest School Leader accredited level 3 training (<i>Provisional funding</i>) Developing outdoor space / area – <i>Costing tbc</i> Research into grants / Science grants to provide additional funding.	All children’s engagement and attitude to learning will continue to increase. Because of this they will continue to make accelerated progress across all aspects of the school curriculum, and be able to draw upon a wider context to answer in more depth, due to their increased understanding.



	It will continue to foster their love of learning and link not only to our whole school curriculum but provide additional understanding of the wider world.			
Accelerated Reader – additional books to promote the love and enjoyment of reading and improve children’s oracy and language skills.	This will support and continue to foster children’s love of reading and ensuring they have a wide-range of books that continue to engage and challenge them based on their individual comprehension / reading ages.	Year 2 – Year 6 children.	£1000 Allocated for staff/children to select a range of books for Year 2 / KS2 that will further encourage children to read and foster a love of reading.	Children will make accelerated progress in reading; expressing their love, enjoyment and engagement for reading. An increase in the number of children reading and will be reading at a higher level.

Total Funding: £32,880

Total Spend to date: £22,307.71

Difference: £10,572.29

Next Review – March 2021