St Luke's Church Primary School Catch-up Funding Planned Expenditure

Last Update: June 2021

Funding in Autumn Term	Funding in Summer Term	Total Funding	Total Spend to Date	Difference
£ 11,845	£ 8,652	£ 20,497	£ 13,463	£ 7,034

Next Review: March 2021

Covid-19 Support for Schools

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.

Additional spends that could be considered: Reading with phonics Apps £120, Year 6 CGP books £442, Marvellous me £499

EEF Recommend Strategy	School Rationale	Implementation & Cost	Expected Impact / Outcome
Metacognition (Making Leaning Sticky) training by Robin Launder	Metacognition approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Training provided has looked at how we can help children with the process of learning, "Nothing has been learnt unless it is committed to long term memory." Phase have action plans for how learning from training will be implemented alongside whole school strategies (Morning Maths, Maths Meet) Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is	One day introduction training to all teaching, HLTA and LSA staff. Additional LSA training with Education Psychologist for practical examples Morning Maths Maths Meet Phase specific strategies linked to PMRs Resources: Knowledge organisers CPD order 11766 £ 893 (£825 + £68) £1,544 staff £510 EdPsy **£2,947**	Staff will become more confident with strategies for increasing retention of knowledge and skills. Gaps identified in previous learning will be addressed and there will be opportunities to revisit new leaning to move the concepts from short term to long term memory. **Evidence from lesson observations of metacognition strategies being used and adaptations to the school day to allow for Maths strategies. Whole school progress in Maths of 6.3 between end Aut1 and Sum1 (4 terms of teaching) shows gaps are being addressed.** Retention of learning will be increased. **This will be measured with comparison of Autumn '21 and '20 baseline results.**

<table>
<tr><td></td><td>required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</td><td></td><td></td></tr>
<tr><td>Cornerstones Termly Assessments: Spring and Summer</td><td>To ensure all children are receiving accurate, termly summative assessments in line with end of KS1 and end of KS2 summative assessments. These assessments will further allow and provide the following:
Attainment comparison reports
Question Level Analysis reports
Programme of Study report – class average against areas of curriculum focus.
Individual Progress reports.
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.</td><td>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 prompt / answer booklets. Total costing: £450</td><td>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 the reports provided, children will make accelerated progress and gaps will be closed, specifically for disadvantaged children and the bottom 20%. Lessons and the individual needs of children will be continued to be met based on outcomes from assessments and gap closing will be tracked in Target Tracker. Use of tests has increase the overall progress to be above that expected in 4 half-terms of teaching (end of Aut1 to Sum2 = 4 points) however QFT has NOT closed the gap for all tracked groups:
<table>
<tr><th></th><th>Reading</th><th>Maths</th></tr>
<tr><td>All children</td><td>6.1</td><td>6.3</td></tr>
<tr><td>PP</td><td>6.0</td><td>5.6</td></tr>
<tr><td>SEN Support</td><td>6.1</td><td>6.1</td></tr>
<tr><td>KS2 children</td><td>6.7</td><td>7.1</td></tr>
<tr><td>KS1 At</td><td>7.2</td><td>7.3</td></tr>
<tr><td>KS1 WTS</td><td>6.1</td><td>6.8</td></tr>
</table>
Updated with Sum1 ’21 data</td></tr>
<tr><td>Maths No Problem training Mastery approach to Mathematics</td><td>Mastery Learning
Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit.</td><td>Training for staff in phases on Maths No Problem implementation and the Mastery approach.

£750</td><td>Through support and CPD this will provide whole school support for all children
(Links to SDP)

Measure:
Percentage of children engaging with mastery principles. Progress of those children engaging with mastery principles compare to those who are not.</td></tr>
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<td></td>
<td>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be a promising strategy for narrowing the gap.

The evidence base is of moderate security. There is a large quantity of research on the impact of mastery learning, though much of it is relatively dated and findings are not consistent. In addition, most meta-analyses examining mastery learning use older statistical techniques that may be less accurate.</td>
<td></td>
<td>Progress per half-term of teaching is:
<table>
<tr><th></th><th>'19/'20</th><th>'20/'21</th></tr>
<tr><td>All children</td><td>223</td><td>214</td></tr>
<tr><td>Engagement</td><td>77%</td><td>56%</td></tr>
<tr><td>Progress of all children</td><td>1.2</td><td>1.5</td></tr>
<tr><td>Limited Engagement</td><td>0.7</td><td>1.3</td></tr>
<tr><td>Class Engagement</td><td>1.2</td><td>1.6</td></tr>
<tr><td>Independent Engagement</td><td>1.4</td><td>2.2</td></tr>
</table>
Update needed following Sum1 '21 data</td>
</tr>
<tr>
<td>Additional Mathematics manipulatives</td>
<td>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 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.</td>
<td>All children, including the bottom and top 20%)

Maths resources allowing to address gaps from previous year £3,427

LSK2 Base 10 and 100 £60</td>
<td>As above</td>
</tr>
<tr>
<td>White Rose Maths resources for developing Mastery for Year 6</td>
<td>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.
Mastery learning appears to be particularly effective when pupils work collaboratively, taking responsibility for supporting each other's.</td>
<td>Resources to support the development of Mastery in Year 6 which is currently working on the White Rose curriculum rather than Maths No Problem

£120</td>
<td>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 and the wider curriculum.

Use of tests has increase the overall progress to be above that expected in 5 half-terms of teaching (5 points) however QFT has NOT closed the gap for all tracked groups:</td>
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<table>
<tr><th></th><th>Maths</th></tr>
<tr><td>All children</td><td>7.6</td></tr>
<tr><td>PP</td><td>5.3</td></tr>
<tr><td>SEN Support</td><td>4.7</td></tr>
<tr><td>KS1 At</td><td>8.7</td></tr>
<tr><td>KS1 WTS</td><td>6.0</td></tr>
</table>
Updated with Sum2 ’21 data
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<tr>
<td>Access to technology:</td>
<td>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 bubble lockdown</td>
<td>The ongoing implementation of online learning platforms:
Mathletics
Maths Seeds
TTRS

Teams logins for all children across school to access and use consistently.

10 devices available to families who have issues with access – no cost

Teams setup £150
Mathletics £1,974
Purple Mash £800
Phonic Play £100
TTRS £100
Tapestry £128
AR £2,080

Total Cost
£5,332</td>
<td>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.

Percentage of children engaging regularly with homework who make accelerated progress
<table>
<tr><th></th><th>KS1</th><th>LKS2</th><th>UKS2</th></tr>
<tr><td>Number of children</td><td>13</td><td>6</td><td>23</td></tr>
<tr><td>Spoken Language</td><td>62%</td><td>100%</td><td>91%</td></tr>
<tr><td>Reading</td><td>85%</td><td>100%</td><td>100%</td></tr>
<tr><td>Writing</td><td>69%</td><td>100%</td><td>96%</td></tr>
<tr><td>Mathematics</td><td>69%</td><td>100%</td><td>100%</td></tr>
<tr><td>Science</td><td>39%</td><td>100%</td><td>83%</td></tr>
<tr><td>Art & Design</td><td>39%</td><td>100%</td><td>96%</td></tr>
<tr><td>Computing</td><td>39%</td><td>100%</td><td>96%</td></tr>
<tr><td>D&T</td><td>39%</td><td>100%</td><td>96%</td></tr>
<tr><td>Geography</td><td>39%</td><td>100%</td><td>96%</td></tr>
<tr><td>History</td><td>39%</td><td>100%</td><td>96%</td></tr>
</table>
These percentages are higher than the percentage of all children making accelerated progress in these subject areas except for the highlighted KS1 percentages. Increased progress is seen by those completing
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<tr><td></td><td></td><td></td><td>homework now engagement needs to be increased.</td></tr>
<tr><td>Accelerated Reader</td><td>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.</td><td>Year 2 – Year 6 children.

See above</td><td>Children who engage with AR 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.

Measure:
Percentage of children engaging with AR
Progress of those children engaging with AR compared to those who are not.
Engaging with AR has a beneficial impact on children’s READING progress. Overall progress is above that expected in 3 half-terms of teaching (end of Aut1 to end of Sum1 = 3 points). SEN support results need to be explored.
<table>
<tr><th></th><th>Progress of children who engage with AR</th><th>Progress of children who don’t engage</th></tr>
<tr><td>All Pupil</td><td>5.9</td><td>5.6</td></tr>
<tr><td>Male</td><td>5.9</td><td>5.4</td></tr>
<tr><td>Female</td><td>5.9</td><td>5.9</td></tr>
<tr><td>PP</td><td>5.8</td><td>5.7</td></tr>
<tr><td>SEN Support</td><td>5.6</td><td>6.2</td></tr>
</table>
Updated with Sum1 ’21 data</td></tr>
<tr><td>Supporting parents and carers of SEN and vulnerable children during lockdown.</td><td>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.’</td><td>Preparing of resources to meet the specific needs of children and allow them to access both class teaching and interventions at home. In the case of one child additional teacher support through morning teams meetings and resources.

3 days of SEN LSA resource preparation @ £69.30 per day</td><td>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.
Overall progress of children is above that expected in 3 half-terms of teaching (end of</td></tr>
</table>

		SEN Teacher input £169 Total Cost **£377**	**Aut1 to end of Sum1 = 3 points) and SEN Support group is narrowing the gap.** **Updated with Sum1 '21 data**

	Reading Progress
All Pupil	5.8
PP	5.8
SEN Support	5.9