

Dishforth C of E Primary School: Catch-up funding (Covid-19) – planned expenditure 2020-21



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 Dishforth C of E 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.

Total number of pupils on roll – Autumn Census	77
Proportion of disadvantaged pupils Reception – Year 6	13%
Proportion of children with SEND	19%
Catch-up allocation	£6180 over the academic year
Delivering the interventions	Staff team at school
Publish date	September 2020
Review date	July 2021
Leads	J Lyon
Governor Monitoring	J Brown

Amount of funding:

Sept 20 – Mar 21 - £3614

Apr 21 – Aug 21 - £2566

TOTAL: £6180**Rationale:**

The table below outlines our intentional spend with a rationale accompanying each decision. In addition to this there is a daily timetable breakdown of which children are receiving the support outlined below kept by C Kestell.

EEF recommended strategy	EEF Rationale	Specific implementation at Dishforth C of E Primary School	Cost	Expected impact	Notes of progress
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.'	Daily 1:1 reading with targeted children (additional books purchased – see parent section) Additional support for development of fine & gross motor skills (R-Yr1)	£10 per hour x 6 hrs per week x 1 adult = £60 per week X 12 weeks = £720 x three terms £2160	By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in 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.	Interventions carried out and impact seen in autumn term data in terms of children starting to catch up. January – schools closed nationally – interventions delivered remotely and in school.
Intervention Programmes: phonics	'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'.	<ul style="list-style-type: none"> Assess phonic knowledge retained from previous year through baseline assessment Sept 2020 and identify children to target. Set up short phonic sessions delivered by a trained member of staff 	Intervention time	By providing reading catch-up interventions for identified children, we expect to close the gaps in maths and reading.	Interventions carried out and impact seen in autumn term data in terms of children starting to catch up. January – schools closed nationally – interventions delivered remotely and in school. Assessments show that there is a greater range in phonic knowledge and understanding. Children are taught in

					small groups based on the assessment.
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<p>Intervention Programmes: writing</p>	<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>	<ul style="list-style-type: none"> • Staff teaching teams to analyse each child's writing for strengths and areas to develop. Group specific areas for development and target lessons accordingly. • Analyse and re-shape half termly 		<p>By providing targeted writing catch-up interventions for identified children, we expect to close the gaps in writing that have occurred as a result of lockdown.</p>	<p>Interventions carried out and impact seen in autumn term data in terms of children starting to catch up. January – schools closed nationally – interventions delivered remotely and in school.</p> <p>Assessments at Easter show that writing is a priority area. Plans have been changed to reflect this and more writing has been put into the weekly timetable.</p> <p>Internal moderation due May half term to see impact.</p>
<p>Intervention Programmes: Mathematics</p>	<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>	<ul style="list-style-type: none"> • Using baseline data and progress data through the autumn term, analyse which children would benefit from this intervention programme 	<p>Dynamo Maths – cost £572.65 TA time to run the intervention</p>	<p>By providing maths catch-up interventions for identified children, we expect to close the gaps in maths.</p>	<p>Subject leader and HT attended webinar – purchased and children identified who would benefit from the intervention. Children baselined.</p> <p>Dynamo Maths is used for a number of children since the return at Easter.</p>

<p>Intervention Programmes: other</p>	<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>	<ul style="list-style-type: none"> • Analysis of children on return to school in September • Nursery Narrative • Lego Therapy • Speech / Language Communication Toolkit • Dyslexia assessments 	<p>Cost of baselining children and running interventions</p>	<p>By providing targeted interventions for a small number of children we expect to close the gaps in their learning.</p>	<p>Interventions begun in autumn term. January – schools closed nationally – interventions delivered remotely and in school where possible</p>
<p>Supporting parents and carers</p>	<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 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>Providing resources to support children when learning remotely – folder of resources made for each child in the school.</p> <p>Subscription to White Rose Maths premium.</p> <p>Read, write inc resources</p> <p>Staff development in using G-Suite, Loom and Zoom to support remote learning.</p>	<p>Pack of resources for home £84</p> <p>G-suite grant claimed</p>	<p>By ensuring that all children are able to access learning both at home and at school. Providing parents with the resources to continue children's remote learning effectively.</p>	<p>Resources sent to all families November 2020.</p> <p>G-suite grant obtained – training for staff November 2020. Further staff development time has been used to support staff developing their skills – November and January. Google classroom used regularly in KS2 in remote learning.</p> <p>KS2 children are to continue to develop skills in using Google classroom moving forward.</p>

Expenditure	Cost
Dynamo Maths	£572.65
Subscriptions to: WRM	£120
Resources for use at home	£84
One to one and small group tuition	£2160
Intervention time (phonics, writing, maths, other) – staff costs	£3243.35
Total	£6180.00