



Kirklevington Primary School

Catch up funding – planned expenditure 2020-2021

Amount of funding:

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 Kirklevington 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. The table below outlines our intentional spend with a rationale accompanying each decision.

EEF recommended strategy	EEF rationale	Specific implementation at Kirklevington Primary School	Cost	Expected impact
Recovery curriculum with focus on social and emotional impact of COVID19	<i>‘There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.’</i>	Recovery Curriculum Plan- updated March 2021 Bubble time Forest School Sessions	£1570	<ul style="list-style-type: none"> • Children ready to learn • Mental health issues dealt with quickly • Families supported so children attend school • Increase sense of ability to cope and of being in control through increasing skills in emotion regulation and problem solving using cognitive-behavioural approaches. • Children feel safe and gain in confidence
One to one and small group tuition KS1/ KS2	<i>‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’</i>	Daily 1:1 reading with targeted children (additional books purchased for Y1-Y6) KS1- Extra phonics sessions daily to improve reading. Extra sessions online for children who are self-isolating - Teacher appointed	£1000	Small group sessions and 1:1 sessions provide accelerated progress in reading, writing and maths for all children. Specific focus on children who has gaps indicated by assessment. By increasing targeted children’s time spent reading 1:1 to an adult, close gaps in reading
	<i>‘Metacognition and self-regulation 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.’</i>	Y6 specific focus on writing with small group. Head of School	£3500	Small group booster sessions with Head of School – improved confidence and close gaps in writing to ensure secondary ready.

	<i>'Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.'</i>	KS2 identified in September who had not engaged with online learning in previous lockdown. R and Y1 to 6 reading, writing, maths interventions - to close gaps incorporating metacognition and self-regulation training.		Children refreshed on skills Small group sessions and 1:1 sessions provide accelerated progress in reading, writing and maths for all children. Specific focus on children who has gaps indicated by assessment.
Intervention programmes	<i>'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.'</i>	Support improving language skills – Blast programme Time to Talk Start to Finish	N/A	Provision of language programmes to support EY development of language skills.
Access to technology	<i>'Pupils 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.'</i>	Implementation of online platform 'Seesaw' Purchase of – online reading in line with school reading structure Word Shark Magic Spelling	£1500	By ensuring that children have access to quality reading, writing, maths, spelling practice at home, supplementing the learning they are doing in school and through remote learning, with tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in English and maths.
Supporting parents and carers	<i>'Parents have played a key role in supporting children to learn at home and it is essential that school 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.'</i>	Subscriptions to Seesaw & Tapestry Bug Club Reading Stationary packs	£1950	By ensuring that all children are able to access home learning through Seesaw and Tapestry, we expect high levels of engagement in learning and accelerated improvement in the progress in reading, writing and maths and wider curriculum. Use after lockdown for homework and established for children who need to self-isolate.
Allocated total: £9,520				