



Catch Up Spending

2020-2021

School Name	HT name	Total amount allocated to school	Notes
St Peter's, ELwick Primary School	Katy Hill	£ 6480	

Amount	Action	Rationale	How the effect of this expenditure on the educational attainment of pupils will be assessed.	Impact
£90	Additional after school support for identified pupils (Sports Coach)	Relatively poor gross motor skill development. Identified pupils have not progressed as expected since March 2020.	All targets met/ IEP Targets met where applicable/ OT targets met where applicable	Improved gross motor skill development, increased confidence of identified pupils . IEP and OT targets met
	Additional in school and after school intervention	Relatively poor fine motor skill development. Identified pupils have not progressed as expected since March 2020	All targets met/ IEP targets met where applicable/ OT targets met where applicable	Improved fine motor skill development , increased confidence of identified pupils . IEP and OT targets met . Increased proportion of pupils at school ARE for handwriting.

£1930	Additional in-school and after school intervention	'Return to school assessments' clearly evidence that identified pupils' reading had deteriorated or very little reading has taken place.	Improved reading standardised scores from exit data . Improvement in Accelerated Reader STAR Assessments	Increased proportion of pupils at ARE for reading and working within the appropriate ZPD for their age/book band.
	Additional in-school and after school intervention	'Return to school assessments' clearly evidence that identified	Improvement in arithmetic scores from exit data .	Improved arithmetic scores and fluency. Increased proportion of pupils with a standardised score of 100 + in mathematics.

		pupils' arithmetic had deteriorated or pace had decreased		
£1930	Additional 'in-school' intervention	'Return to school assessments' clearly evidence that identified pupils' recall of multiplication and division facts had deteriorated or pace had decreased.	100% of pupils to be green on 'heat maps' for their allocated tables. 100% (other than those with identified needs) at ARE for multiplication and division objectives 100% of Y4 pupils (other than those with identified needs) to pass MTC 2021. Those with identified needs to meet their personalised targets.	Increased number of pupils at ARE for multiplication recall (TTRS)
	Additional in-school and after school intervention (Plus Time)	'Return to school assessments' clearly evident that pupils ARE in 'telling the time' had stagnated or deteriorated.	Entry and Exit data of ARE Socrative 'time' assessments	Increased number of pupils at ARE for telling the time. .

	Additional 'in-school' and 'after school' writing conferences	'Return to school assessments' clearly evident that pupil's writing had deteriorated or very little writing at length had taken place.	Identified pupils meeting targets and/or ARE	Increased number of pupils at ARE for writing and writing at length and with pace. Increased number of pupils meeting individual target card targets.
£1930	Additional in-school and after school intervention. Implementation of 1:1 RWI intervention	'Return to school assessments' clearly evidence that identified pupils' phonics knowledge had stagnated and at times deteriorated.	Identified pupils to be at the expected levels for phonics Y2 and Y1 pupils (other than SEND pupils) to pass phonics check by Summer 2021	Increased proportion of pupils at the correct point on the phonics programme. Increased proportion passing non statutory phonics check
£300	In school intervention – 'WellComm' Programme	Assessment of Language and Communication using the Language Assessment Tool identified pupil needs.	Successful completion of Welcomm Programme .	Increased proportion meeting ELG for Speaking and Listening and Communication (non statutory but in school moderation)
£300	1:1 Programme 'Marvellous Me' Small group Commando Joe groups (1 term)	SEMH needs of identified pupils has increased since March 2020 linked to specific COVID home related incidents	Children have a range of strategies to apply when feeling anxious and worried and have increased resilience.	Successful Completion of Marvellous Me programme . 'Proud of Me' Books and pupil interviews evidence increased self esteem and reduced anxiety.

Applications:

Applied for 3rd Space Learning Maths Tutoring Programme - pupils who are eligible must have a social worker and be in Y6 or Y1 . No pupils eligible.

Applied for Literacy Family Intervention. Pupils who are eligible must have had a social worker and be in R and Y1. 3 pupils eligible. Awaiting decision

Evidence Informed Programmes:

EEF Guidance Report: 'Improving Literacy in KS1'

EEF Guidance Report: 'Improving Literacy in KS2'

EEF Guidance Report: 'Improving Mathematics in KS1 and EYFS'

EEF Guidance Report: 'Improving Mathematics in KS2 and KS3'

EEF Guidance Report: 'Improving Social and Emotional Learning in Primary Schools'

Signed: Katy Hill (Head Teacher)

Signed: J Heaton (CEO)

Dates shared with LGB:

Overview Shared LGB 17th November