

Bader Primary School

Catch up funding – planned expenditure

Amount of funding: £25920

Rationale: following the 2020 lockdown due to COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Bader 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 Bader Primary School	Cost	Expected impact
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 for Y1-Y6)		By increasing targeted children’s time spent reading 1:1 to an adult, we expect to close gaps in reading
One to one and small group tuition KS2	<p>‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’</p> <p>‘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.’</p> <p>‘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.’</p>	<p>KS2 – appointment of teacher to deliver catch up sessions in KS2 and lead on metacognition and self-regulation – maths and English focus</p> <p>KS2 identified in September who had not engaged with online learning in previous lockdown. These small groups were taught for morning sessions for 2 weeks, following teacher’s planning</p> <p>Y3, Y4, Y6 – 2 afternoons weekly each</p> <p>R and Y1 to 6 reading, writing, maths interventions - to close gaps incorporating metacognition and self-regulation training.</p>	£19840	Small group sessions and 1:1 sessions provide accelerated progress in reading, writing and maths for disadvantaged groups and children off track.
Intervention programmes	‘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.’	Third Space Learning 1:1 online tutoring	£2240	By providing maths catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths
Access to technology	‘Pupils access to technology has been an important factor affecting whether they can learn at home. As pupils return to	The purchase of ipads and implementation of online platform ‘Seesaw’	£3840	By ensuring that children have access to quality reading, writing, maths, spelling practice at home, supplementing the learning they are

	schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'			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	'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.'	Subscriptions to Class Dojo, Seesaw, Tapestry		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. By adopting Class Dojo – effective communication of value points and messaging - home / school interactions are maintained with support and guidance offered.
Allocated total: £25920				