

Catch up funding - Stokenham Area Primary School - 2020- 21

| EEF recommended strategy | EEF Rationale | Specific implementation at Stokenham Primary School | Expected impact |
|------------------------------------|--|---|---|
| Baseline and follow assessments | Standardized tests can offer increased objectivity, validity and reliability. As well as measuring pupil attainment standardized assessments also measure progress over time by having a baseline assessment and a follow up assessment. | NFER baseline assessment and gap analysis. | By considering the outcome of our gap analysis alongside our ongoing AFL teachers have been able to plan effectively for interventions and tutor led sessions. EEF – We will be able to compare children’s attainments to national norms. |
| 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 support for development of fine & gross motor skills (R-Yr1) | 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. |
| Small group tuition | There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ | Small group phonic and reading support. | Phonics outcomes from Year 2 Autumn assessment. ‘In house’ phonics outcomes for Year 1 children Autumn term. |
| Intervention programmes | ‘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’. | An experienced teacher has been employed as a tutor working with KS2 children for 2 days per week. | By providing maths and reading catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths and reading. |
| Access to technology | ‘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 example, by facilitating access to online tuition or support.’ | The purchase and implementation of online learning platform ‘Seesaw’ | By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting there show an impact in maths and spelling. |
| Supporting parents and carers | ‘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.’ | Catch-up learning to take place at home for those children with the largest gaps in reading and phonics. Using the Rising Stars – Reading planet phonic texts online. | 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. |

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| Expenditure | Cost |
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| Catch up funding awarded to Stokenham Area Primary School | £16960 |
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| Cost of a qualified tutor 2 x days per week. | £13701 |
| Additional TA hours to support phonics and reading interventions | £546 |
| Cost of Seesaw online learning platform for all children | £880 |
| NFER papers | £1572 |
| Online phonic based reading books | £275 |
| Total | £ 16974 |