

Catch Up Funding (Covid 19)

The government has allocated approximately £80 per pupil to support catch up initiatives following the opening of schools. The information below provides information of where this money will be targeted and the intended impact.			
Total number of pupils on roll (Autumn census)	391	Catch up allocation	£31,096 £504 c/f
Proportion of PPG pupils	87 / 391	Publish date	July 2021
Proportion of SEND pupils	48 / 391	Review date	July 2021
Lead	Headteacher	Governor Monitoring	

Priority areas for catch up funding (School Development Plan)

The Education Endowment Fund (EEF) suggests a tiered model in order to allocate funds to support the needs of children at Ellingham.

EEF Tiers	EEF focus applied to Ellingham	Strategic approach at Ellingham
Quality First Teaching	EEF advocate that 'great teaching is the most important lever schools have to improve outcomes for their pupils'. For Ellingham, this means that teachers receive high-quality professional development in the latest research-led approaches to teaching; that the curriculum is well-sequenced and engaging; that assessment for learning is in place to identify gaps and are responded to.	Continued CPD and investment in research-led approaches to support literacy and numeracy specifically: <ul style="list-style-type: none"> • Early Reading • Writing • Maths
Targeted Support	High quality group and one to one tuition to address gaps in understanding.	Gaps identified from lockdown 1 and 2 in writing and maths were covered by NTP tutors and in-school teacher
Wider Strategies	Supporting families to help their children at home by ensuring equity of access to learning and resources as required.	Access to reading books, resources and technology

Quality teaching, staffing and professional development

<p align="center">Action/ approach <i>(what we are going to do and rationale for this)</i></p>	<p align="center">Implementation <i>(how, who and when?)</i></p>	<p align="center">Measuring impact <i>(what data we are going to look at and how often)</i></p>	<p align="center">Cost</p>	<p align="center">Impact <i>(how we will recognise success)</i></p>
<p>Sounds-Write training for staff EYFS – Yr 3</p> <p>Accelerate the roll out of SW by ensuring sufficient staff complete evidence-based Sounds-Write phonics training to ensure that all children in EYFS and KS1 receive quality first teaching to rapidly catch up early reading skills.</p> <p>In addition, ensure children in KS2, whose reading has been negatively impacted by COVID receive programme of Sounds-Write intervention.</p> <p>Delivered as a live/recorded lesson</p>	<p>Autumn 2020: Remote training for: 4 x staff EYFS and KS1</p> <p>Autumn 2020: Purchase decodable readers to support delivery of programme</p> <p>Spring 2021: To support KS2 children with phonics catch up, remote training for: 2 x KS2 support staff</p> <p>Summer 2021: To forward-plan for transition of children affected by lockdown from N – R and KS1 to LKS2, Remote training for: 1 x Yr 3 teacher 1 x nursery nurse</p>	<p>Half-Termly data drops to measure impact triangulated by lesson observations, book looks and meetings with key staff.</p>	<p>Training:</p> <p>£1440 £800 AL&AL £800 SA & PF</p> <p>Matched decodable readers:</p> <p>Dandelion Readers £3360</p>	<p>The structured scheme meant that all children have solid foundations for driving accelerated progress in KS1 and closing any lockdown gaps.</p> <p>The additional training of KS2 staff means that gaps were addressed effectively with a proven phonics approach.</p>
<p>MATHS: White Rose Maths subscription</p> <p>To support blended curriculum and to recognise teacher workload burden whilst ensuring mastery approach continues to drive teaching and learning. White Rose subscription purchased for KS1 and 2</p> <p>Power Maths Scheme of Work</p>	<p>To be utilised by all KS1 and 2 staff to support lesson delivery.</p> <p>In the event of class or school closure, White Rose Maths to be used as primary scheme of work.</p> <p>Power Maths Online Subscription</p>	<p>Ongoing formative assessment of Ready to Progress Criteria to be used to guide planning.</p> <p>End of Summer 2 data to measure impact triangulated by book looks and meetings with key staff.</p>	<p>£120</p> <p>£1120</p>	<p>Analysis of engagement of lessons during lockdown showed that the children who engaged could retain those units taught.</p> <p>Both Maths</p>

<p>EEF research reveals the disadvantage gaps for primary maths have widened since Autumn 2019.</p> <p>Between Autumn 2019 and Autumn 2020, the gap in maths widened by between 10% and 24%</p> <p>Investment in PM in order to ensure staff are supported to deliver evidence-based mastery scheme of work, which is recommended by South West London Maths Hub.</p>		<p>Half-Termly data drops to measure impact triangulated by lesson observations, book looks and meetings with key staff.</p>		<p>approaches informed the Ready to Progress approach to recovery.</p>
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Targeted Support

Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<p>National Tuition Programme</p> <p>EEF's analysis warns of significant growth in attainment gap between disadvantaged pupils and their peers. Evidence supports the positive impact of tuition to support pupils who have fallen behind due to impact of school closures and ongoing disruption caused by COVID.</p>	<p>March-July</p> <ul style="list-style-type: none"> • 2 x experienced teachers • 81 children from year 2 to year 6, who have been significantly impacted by school closures and identified as not on track to meet progress targets • Focus on maths and writing 	<p>Case studies</p> <p>Half-termly data drops</p>	<p>Spring £740 + Summer £5020</p>	<p>Y2-3 32/36 made expected or expected plus progress Y4-6 38/45 made expected or expected plus progress.</p> <p>Pupil voice is positive and suggests that there was a boost of confidence and fluency in engagement with learning tasks</p>
<p>Additional experienced teacher UKS2</p> <p>As highlighted in EEF research, feedback should focus on moving learning forward, targeting the specific learning.</p>	<ul style="list-style-type: none"> • Weekly, from Autumn 2020 • How many children? • Year 5 for two afternoons per week 	<p>Half-termly data drops</p> <p>Book looks</p>	<p>£12,892</p>	<p>Data analysis</p> <p>Pupil voice is positive</p>

Funding will support an experienced teacher, working closely with class teachers, to provide 1:1 or 1:2 conferencing time to edit and improve work and focus on in the moment intervention in maths.	<ul style="list-style-type: none"> Year 6 for two mornings per week 	Pupil voice		and suggests that there was a boost of confidence and fluency in engagement with learning tasks
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Attendance, wellbeing and engaging with parents

Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<p>Ensure equity of access to technology</p> <p>As stated in the EEF's rapid evidence assessment, ensuring access to technology is key, especially for disadvantaged pupils</p>	<p>Purchase of:</p> <p>15 Chromebooks to support remote and blended learning</p> <p>1 x Chromebook Trolley</p> <p>Webcams to ensure all teachers can deliver both remote and blended lessons</p>	<p>Number of children accessing online lessons and learning</p>	<p>Chromebooks: £3145</p> <p>Trolley: £1193</p> <p>Webcams: £376</p>	<p>Analysis of engagement of lessons during lockdown shows around 80% of children engaging in learning</p>
<p>Race, equality and minority achievement service:</p> <p>Supporting Home School Link Workers and office staff to engage with GRT families</p> <p>Ensure both office and pastoral team have current knowledge and skills to support minority communities during periods of school closure.</p>	<p>Office manager and pupil support worker to attend REMA webinar: <i>Supporting Home School Link Workers and office staff to engage with GRT families</i></p> <p>March 2021</p>	<p>Online attendance data during lockdown period 2021</p> <p>School attendance data for those invited in during lockdown 2021</p>	<p>£90</p>	<p>In-school and virtual attendance figures</p> <p>Progress in books</p>