



Trinity St. Peter's
Church of England Primary School
where children shine

Catch Up Funding Report

September 2020

Trinity St. Peter's CE Primary School
Paradise Lane,
Formby,
Merseyside,
L37 7EJ

01704 876 391
admin@tsp.sefton.school

Catch Up Funding

Schools will receive a total of **£80 per pupil** (Reception pupils through to Year 6).

This is based on pupil numbers in national curriculum year groups Reception through to Year 6 as recorded on the October 2019 school census.

This will arrive in 3 instalments - in autumn 2020, 'early 2021' and summer 2021. The autumn 2020 payment will be £4240.

Which pupils need to access the support:

Although school will receive funding on a per pupil basis, we are advised to use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on. School should identify pupils that will benefit most from the funding.

The DfE recommends the following:

- small group or 1-to-1 tuition particularly through the National Tutoring Programme and Nuffield Early Language Intervention (NELI)
- Extra teaching capacity or summer programmes

SUMMARY INFORMATION

Date of most recent pupil catch up funding review	8 th October 2020	Date of next Catch up Funding review:	February 2021
Total number of pupils:	212 (Rec-Year 6)	Total Catch Up Funding budget:	£16,960

STRATEGY STATEMENT

1. The Catch-Up Funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for pupils who are not on target to achieve their personal targets due to school closure in summer term 2020.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. The funding will be used to support the emotional well being of pupils in ensuring they feel safe.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

INTENDED OUTCOMES	
Specific outcomes	
A	To ensure pupils have access to remote learning if self-isolating.
B	For all pupils to be achieving their projected targets in English and Mathematics.
C	For pupil's emotional wellbeing to be supported
D	For all pupils to have access to a recovery curriculum which will fill the gaps in learning from Summer term across the foundation subjects.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Children in KS2 having the same class teacher for transition purposes.	Consistency for pupils and ease of transition for pupils after a prolonged period of time away from the school environment.	<p>Positive impact on pupil's SEMH and wellbeing.</p> <p>This will result in improved progress in reading, writing and maths.</p>	<p>School SLT will monitor year group transitions.</p> <p>Assessment Manager and SENDCo will continue ongoing dialogues and regular pupil progress meetings with class teachers to ensure early identification of pupils where additional support is required.</p>	<p>Assessment Manager Lead</p> <p>Supported by school SLT</p>	Half termly
Targeted support					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Teaching assistants delivering targeted 1:1 and small group intervention (Ongoing throughout the year)	Pupils in identified classes to have additional, targeted support to ensure that identified pupils make accelerated progress in gaps in learning.	DfE recommend 1:1 and small group tutoring. Programmes used in school are recommended by DfE - e.g. Read, Write Inc.	Assessment lead to track progress of pupils and identify pupils off track to meet targets.	SENDCo Assessment Manager	After each intervention block finishes (8 weeks)
Additional Y6 teacher in the morning to teach English and Mathematics.	For Year 6 pupils to close any gaps from school lockdown and be on track to achieve projected targets for end of KS2.	Smaller group teaching from Year 6 teachers for Reading, Writing and Mathematics.	Curriculum Lead & Assessment Lead to oversee.	Curriculum Lead & Assessment Lead	Half termly
Counselling service (Ongoing)	Pupils to be supported with social and emotional needs.	Children have had the opportunity of 1:1 support for their emotional needs which has improved their self-esteem and behaviour. As a result they have made progress in reading, writing and maths.	SLT to monitor behaviour logs and assessment information.	SENDCo Supported by school SLT	Each half term
Total budgeted cost:					£16,960

Impact

HOW THE EFFECT OF THIS EXPENDITURE ON THE EDUCATIONAL ATTAINMENT OF PUPILS AT THE SCHOOL WILL BE ASSESSED

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Despite this, pupils in all year groups were individually tracked and progress across core subjects has been rigorously monitored during this time.

Key areas

- Autumn Term 2020 Phonics Screening Check results: 90% of all pupils; 50% (2 pupils) of PP pupils achieved the pass mark.
- Teacher assessed end of KS1 results (2020/21) continue to improve and remain in line with most recent national data figures.
- Teacher assessed end of KS2 results (2020/21) continue to improve and remain above most recent national data figures.
- Raised attainment in Arithmetic and Reading for pupil premium pupils in Year 5 as an impact of targeted intervention.
- Termly analysis of current internal data enabled us to track and identify any target children within individual subjects and adapt their interventions accordingly in order to further their progress.
- PP attendance figures for end of 2020-2021: 97.1% - Above national.
- Established and trained Brighter Horizons counsellor to support most vulnerable pupils.