



Catch up and Recovery Funding Overview



1. Summary Information					
School	Holy Cross Primary Catholic Voluntary Academy, Hucknall				
Academic Year	2020-21	Total number of pupils	208	Total Catch up funding budget (2020-21)	£16,040
	2021-22			Total carry forward from 2020-21	£2,134.56
				Total Recovery funding budget (RP1)	£3,480
Attendance of pupils 19-20 (Sept 2019 to 20 Mar 2020)	96%	Attendance of pupils 20-21 (March 2021 – July 2021)	96.5%	Number of pupils who have not returned to school	0

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	Oracy skills of all children, including early Language and Communication.
B.	Gaps in key skills in Maths e.g. multiplication tables, retention of place value and calculation strategies.
C.	Phonic knowledge, particularly in KS1 makes writing tasks increasingly difficult.
D.	Listening and attention stamina between adults and peers following periods of time at home during remote learning.

Additional Barriers *(including issues such as attendance, social and emotional issues manifesting themselves in behaviours, bereavement, or other areas of loss)*

E.	<ul style="list-style-type: none"> Social and emotional issues are stopping the learning process in certain year groups.
F.	<ul style="list-style-type: none"> Resilience and motivation with positive behaviour for learning displayed by all children in all year groups.



2b. Intended Outcomes (specific outcomes and how they will be measured)		Success Criteria
A.	Children to clearly articulate responses in full sentences.	Children say the sentence before writing the sentence.
B.	For all children across school to address their gaps within Maths.	More children will have closed the attainment gap in Maths and achieve the national standard of the expected standard. This will be evidenced in the STAR Maths assessment data. For more children to be secure in age related standards in Place Value and calculations.
C.	<ul style="list-style-type: none">• The teaching to address the gaps in children's phonic knowledge.• Phonics tracking to show gaps reducing over time.• All children to engage in increased reading of quality material (both decodable scheme books FS/KS1/Year 3 and Dandelion Reading books)	For children to have a sound phonic knowledge and understanding and be able to apply this in their reading and writing. Apply phonic knowledge to reading and writing. Increase in reading fluency. Children are applying reading to their writing e.g. higher tier vocabulary.
D.	Children's ability to concentrate, listen and attend to the person speaking will increase.	Children respond to the Teach Like a Champion pedagogy strategies implemented.
E.	Children's wellbeing and resilience to control their emotions improves.	Children can identify their own emotions through knowledge and understanding of the Zones of Regulation.
F.	Perseverance and motivation to learn improves.	To remove barriers for children to help them be resilient learners.



3. Planned Expenditure

Quality of Teaching for All					
Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
Increase the professional knowledge of staff in the teaching of reading	Children's reading fluency increases, leading to a greater confidence in reading.	Staff trained in Sounds-Write Phonics scheme for Learning materials / strategies at all ages. Research shows that reading fluency has an impact on understanding.	Monitoring of timetables to check time allocation. Feedback from assessments made at the beginning and end of a support period.	S. Bruce	April 2022
Improve the quality of reading material available for all year groups.	All children have access to quality books that are phonically decodable for younger year groups.	Children need the appropriate materials to be able to apply skills from quality teaching sessions.	Purchase a range of quality books from a reputable source. Purchase exciting books for class reading areas. Dandelion readers in year groups Rec – Y2. Classes create inspirational areas for children to want to read. Subscribe to the ELS – Education Library Service. Staff and pupil voice to be used to evaluate the impact of the ELS Library books/ resources.	S. Bruce	July 2022



Daily Maths recovery sessions following White Rose Maths Planning	For children to 'recover' and be taught key objectives from missed learning.	White Rose Maths support guidance. NCETM website	Daily starters of Retrieval Practice. Planning guidance from Maths lead. Book moderation in staff meeting. Maths coordinator to complete book scrutiny. CGP books ordered for specific year groups identified in pupil progress meetings (Y2 / Y5).	R. Tipton / T. McNamara	Every term
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Total Budgeted Cost £3,080 (Sounds-Write)
£1,000 (Phonetically decodable books)
£710 (ELS)

Targeted Support

Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
Maths interventions for children where the gap has widened considerably.	Gaps are closed	STAR assessments and analysed.	Small group sessions led by Teacher/TAs.	SLT	Pupil progress meetings termly.
Midday supervisor -1:1 daily reading.	For KS2 children to have daily reading and phonics catch up to plug gaps in phonic knowledge	Increased opportunities for daily reading. Effective Use of TA's-EEF	Phonic Tracker assessment points will show progress. STAR assessments	R. Tipton	Baseline in Sept of STAR assessment. Assessed again termly.



Targeted interventions through GL assessments for specific groups of children.	Children's gaps in core subjects narrowed. Any dyslexic tendencies identified.	GL assessments evidenced.	STAR / WR assessments Teacher assessments RAPID/LUCID diagnostic assessment. Toe by Toe	R. Alderson / R. Tipton	Termly reviews.
Increased phonics sessions for FS/KS1	Children catch up and achieve on phonics assessment. Skills are transferred to reading and writing	Book looks Phonics assessment Evidence of home learning (or lack of it)	Phonics assessment. Increase in intervention sessions for groups.	S. Duong	Baseline in Sept of Phonics assessment. Assessed every term. December Year 2 take Year 1 phonics test.
Writing support sessions in line with Talk 4 Writing.	Increased writing skills. Confidence to support children to apply skills effectively in their own writing.	CPD from Pie Corbet https://www.talk4writing.com/about/	Teachers to meet in groups using KS meeting time to discuss implementation.	T. McNamara	
Total Budgeted Cost					£11,000 (NQT release for English Lead) £1695.60 (Talk 4 Writing)



Other Approaches (including links to personal, social, and emotional wellbeing)					
Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
Increase ELSA support hours	Children are better skilled to manage their emotions.	Many children need guidance and specific support to articulate and regulate their emotions. This can only happen with adult support, and will allow children to be able to then access the curriculum.	Planning and monitoring time allocated Staff receive external supervision with a trained ELSA professional.	R. Tipton / J. Shelton	Every half term
Train a second member of staff to be a Mental Health First Aider. Train a member of staff to be a Senior Mental Health First Aider.	Children, staff and parents have access to trained Mental Health first aiders.	Anxiety, bereavement and other emotional issues can have an impact on the whole household. Children must be able to have the professional support necessary in order to avoid negative long term effects.	Regular review meetings are built in to the timeline. Feedback from children and their families guide next steps.	J. Shelton	Every half term
Increase number of children accessing Forest School	Wellbeing and resilience improves. Children approach learning in a positive way.	All year groups to be targeted for Forest School approach to support emotional health and well-being.	Outdoor First Aid training and certificate required.	A. Hudson	Termly



Identify target children for a Physical development / Sports programme.	Improve children's fitness / stamina / emotional well-being.	Programme aims to improve the core strength of children, as well as develop Games key skills. Greater physical strength and stamina supports positive mental health and an overall more positive attitude. Research shows that this can be seen back in the classroom with children showing a more positive attitude to learning.	Leader to work closely with SENCO to ensure children have been identified correctly.	R. Tipton / J. Priestley	Termly
Total Budgeted Cost					£800 (ELSA Training) £750 Well-being curriculum resources

4. Additional Detail (if applicable)

- There is £2,890 to allocate. (£1695.60 for Talk 4 Writing online training.)
- This can support with the resources for Zones of Regulation for Class 4 emotional support.
- Resources for the intervention Direct Instruction will be researched for Sept 2022. The cost would be £1,000 for 1.5 training days for 2 members of staff + resources to deliver the programme.

5. Completed By

Role	Signature	Date
Headteacher	Tammie McNamara	06/05/2022

Schools to share with the Local Governing Body to assist in monitoring processes

The EEF is publishing this guide to help teachers and school leaders support their pupils following the Covid-19 closures.



It offers an overview of relevant evidence and links to key resources. It is designed in particular to support and inform schools' decisions about how to use catch-up funding announced in June 2020.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

