



Cumnor CE Primary School Catch-Up Funding 2020-21



1. Summary information					
School	Cumnor C E Primary School				
Academic Year	2020/21	Total Catch Up Funding	£16,240	Latest Review	January 2021

In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students. This plan will be monitored through Resources and School Improvement Governor Committees and updated regularly to monitor progress, and adapted as necessary.

Covid recovery plan overview:

EEF states 'Great teaching is the most important lever schools have to improve outcomes for their pupils. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy... Tuition delivered by qualified teachers is likely to have the highest impact... A particular focus for interventions is likely to be on literacy and numeracy.'

We aim to ensure high quality teaching is in place in every classroom, every day. To enhance our current provision we are providing additional in-class teachers to ensure that the teacher : pupil ratio is reduced and so high quality targeted support can be provided where it is needed most. In the current climate with COVID-19 restrictions in place, we have made changes to how we cover classes in the case of teacher absence, ensuring that the person covering the class knows the children, follows the school high-expectations for behaviour and curriculum and is able to deliver highly effective lessons.

Within all year groups we have identified children with gaps in knowledge and skills in English and Maths. Staff training, additional teaching and teaching assistant support have been allocated and resourcing provided to address these areas.

The EEF also indicates that, *'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'*

Children will need more support to play harmoniously with each other during break and lunch times. Children's natural play is further impeded by the need for classes to remain separate from each other. We know that when break and lunch times are not harmonious, children are less engaged in the classroom and this is likely to be having a negative impact on their attitude to learning. To address this, we intend to purchase equipment for each class that can be used to support social relationships outside at break and lunch. We recognize that additional staff will be needed to demonstrate how equipment can be used and be good role models for developing appropriate social relationships. While monitoring the impact of additional resources for break and lunch times, we aim to identify if any groups of children need additional intervention with social relationships and implement this as necessary.

Area to address	What we are doing/intend to do	Cost	Monitoring	What we hope the impact
Consistent, high quality class cover to ensure quality first teaching	Increase the number of available teachers able to teach in class in order to enhance smaller group teaching.	£7,000	Informal observations Feedback from school staff English and Maths outcomes and progress Monitoring of curriculum coverage.	Children achieve to the best of their ability and continue to make good progress. Children who were on track to achieve at least age related before lockdown will remain on track and achieve age related by July 2021). Children below age related attainment before lockdown to accelerate to pre lockdown levels and beyond.
Support for children with gaps in knowledge and skills in English and Maths	Increase the numbers of Teaching assistants to provide additional small group teaching and lead additional interventions for children identified as needing extra support.	£5,000	Pre and post assessments Feedback from class teachers and teaching assistants. Assessment information during whole school assessment points.	Children identified with gaps in knowledge and skills in English and Maths make accelerated progress.
Ensure good staff knowledge and understanding of best practice in teaching of Maths and Reading	INSET and staff meeting sessions to share good practice.		Informal monitoring and discussions on the effectiveness of maths and reading teaching.	Staff confidence and ability remains high and so the teaching of maths and Reading remains at excellent levels.
Resources for quality first reading	Purchase whole class sets of books Purchase additional resources to support good progress, as necessary.	£500	Review reading outcomes and progress. Lesson observations Feedback from teachers in pupil progress meetings.	Children achieve to the best of their ability in reading and continue to make good progress. Attainment outcomes in reading in end of year assessments in 2021 are at least in line with national and the majority of children are at least at the same level as they were pre-lockdown.
Resources for supporting targeted maths teaching	Purchase additional maths resources to support good progress, as necessary.	£500	Review maths outcomes and progress. Lesson observations Feedback from teachers in pupil progress meetings.	Children achieve to the best of their ability in maths and continue to make good progress. Attainment outcomes in maths in end of year assessments in 2021 are at least in line with national and the majority of children are at least at the same level as they were pre-lockdown.
Support all children to develop social relationships during un-structured times of	Purchase equipment for each class for use at break and lunch times. Provide additional lunchtime supervisors to play, monitor and	£3,000	Feedback from children Feedback from staff Observation of children at break and lunch, and on	Minimal behaviour incidents at break and lunch times Children observed to be playing harmoniously with each other at break and lunch times Children are engaged in learning on return to classroom following break and

break and lunch	work with the children over lunch breaks.		return to classroom Behaviour incident monitoring.	lunch times.
Support identified groups of children to develop social relationships	Identify any groups of children requiring additional intervention for development of social skills. Providing nurturing and conflict resolution interventions as necessary.	£500	Observations of targeted children discussions with teachers, lunchtime supervisors and adult leading intervention.	Identified group of children develop social skills enabling them to play harmoniously and be engaged in learning in the classroom.