

Regis Manor Primary School
Catchup Funding Spending Plan
2020-2021

Amount Received

| Total Received | Trust Top-up | Total |
|-----------------------|---------------------|--------------|
| £34 160 | £7 492 | £41 652 |

The Board of Trustees approved a top-up to the funding from central reserves for every school in the trust - this is shown above and accounted for in the figures below.

Purpose of the Funding

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year.

Further information can be found [here](#).

Whole School and QFT Approaches

| Spending area | Aim/Rationale | Cost | How will we measure impact |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bug Club and Bug Club Shared | To engage all children in reading, develop fluency and expose children to a wide range of genres | £1 600 | Inbuilt assessment system to measure reading skills (RAG) and number of books read. Class teachers to track progress and engagement. |
| Chromebook investment to support children accessing online learning | To ensure equal opportunity of access to remote learning and in school interventions by enabling increased engagement from key groups of pupils | £6 038.89 | Class teachers will monitor engagement of pupils on a weekly basis on all school based platforms (e.g. Google Classroom, Bug Club, etc). DA and other key groups are accessing appropriate learning frequently and gaps are not widening (assessment groups) |
| Year 3 CAT tests - online | To give an accurate benchmark of cognitive ability and identify key areas of support for groups and individuals. | £741.85 | Teacher summative assessment and NFER data to be monitored pre/post CAT tests. Data will be used in Pupil Progress Meetings to track progress through KS2 |
| Class cover for staff to gap analyse summative tests to plan | Effective gap analysis of summative assessments has | £1 500 | Pupil progress meetings show gaps are reducing and pupils are |

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| next steps | taken place and enables clear planning to support closing gaps for individuals and groups. | | making good progress |
| Additional adult support to encourage play and role play that will develop language in EYFS and KS1 | To develop language in EYFS and KS1. Key vocabulary words will be identified and taught to these children. | £10 000 | EYFS communication and language shows progression has been made. Provision Map outcomes show that identified children are making progress. |
| Learning by Questions website (EEF pilot) | Use of target question sets to identify children's gaps and provide assessment information. | £2 000 | Progress of underachieving groups/areas of weakness in class is improving. Question data is used effectively in future planning to address gaps and misconceptions. |

Targeted Academic Support

| Spending area | Aim/Rationale | Cost | How will we measure impact |
|----------------------------------------|---------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Additional Third Space Learning Spaces | To support raising outcomes in maths for KS2 by specific 1:1 tutoring matched to children's gaps. | £9 272 | Entry data identifies specific gaps for each child Ongoing weekly reports and assessment tasks show good progress for all targeted pupils |

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| Additional TA/HLTA/CT hours to address specific gaps | Formative and summative assessment identifies gaps in learning for individuals and groups and enables effective interventions and support to be planned to raise outcomes. | £6 000 | Children make progress against identified gaps |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------|

Wider Strategies

| Spending area | Aim/Rationale | Cost | How will we measure impact |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Development of Forest School Area Training of Staff Resourcing of area | To support the wellbeing of children, encourage them to be outside, develop social skills, self esteem and speech and language skills. To develop effective outdoor learning provision. | £1 500 | Improved scores on Boxall Profile - Entry/ exit data to support pupil well-being and social skills Outdoor learning opportunities are reviewed |
| Additional ELSA (Emotional Literacy Support Assistant) hours | To support the well-being of pupils especially those who have been impacted significantly by the pandemic | £3 000 | Pupils have achieved personalised targets Improved scores on well-being entry/exit questionnaires |

Overall Spend - £41 652.74