



Catch-up funding statement 2020-2021



What is catch up funding?

The government announced £1 billion of funding to support children and young people to *catch-up*. This includes a one-off universal 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.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Why is it important?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds may be among those hardest hit. The aggregate impact of lost time in education may be substantial, and the scale of our response must match the scale of the challenge.

Summary Information					
School	Llangrove CE Academy				
Academic Year	2020/21	Total Budget	£5,840	Review Date	September 2021
Number of Pupils	70	For the year 2020-2021 , Llangrove CE Academy has been allocated £5,840 in Catch-Up Funding. This has been allocated as follows:			
Planned expenditure 2020/21					
Identified impact of lockdown	Reading	Assessments have indicated that whilst children have accessed reading materials over lockdown, their deeper understanding and comprehension of texts is comparatively under-developed.			
	Writing	Children haven't necessarily missed 'units' of learning, however they have lost essential practising of writing skills. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.			
	Maths	Specific maths content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply behind where they normally would be. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.			
	Non-core	There are now some gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and enriching experiences.			
	Social/Emotional	Children in Early Years have returned with under developed social and speaking skills. They are struggling to engage with learning that evolves through exploration, seemingly needing specific instructions with specific tasks. In KS1, some children are needing support to re-establish friendships.			
	Physical	There are some EYFS children who's fine and gross motor skills are not as developed as we would have expected.			

Initiatives in 2020-21				
Desired outcome	Chosen action / approach	Impact	Review date & Person/s overseeing	Cost
<p>Access to technology</p> <p>Children can access class devices enabling them to rotate through discrete teaching, reading fluency and independent online activities and interventions.</p>	<ul style="list-style-type: none"> • Purchase 10 new iPads for access at any time by children. • To ensure that lessons using technologies can continue either for individual or small focused group with appropriate resources. • Children without access to suitable devices at home can be allocated devices on loan from school. 	<ul style="list-style-type: none"> • Monitoring of participation. • Pupils will demonstrate increased technology confidence in class. 	<ul style="list-style-type: none"> • Ongoing • Teaching staff • Head of School 	<p>£3,067</p>
<p>1-to-1 and small group tuition</p> <p>Resources Teachers will have access to a range of physical and remote resources to enable the effective delivery of intervention materials.</p> <p>Reading Identified children will have significantly increased rates of reading fluency which will enable them to have higher levels of comprehension. This will result in children being able to read at pace without exhausting their working memory, decoding. Through additional provision, they will be confident readers who demonstrate a good understanding of the text.</p> <p>Writing Children are able to write fluently and will have developed the stamina for writing extended pieces.</p> <p>Maths Effective support for identified children (individuals, groups or cohorts) through opportunities provided to reinforce their understanding of basic maths skills and application of number to improve fluency with number.</p>	<ul style="list-style-type: none"> • Purchase resources identified by teachers needed to support identified children. • Purchase online reading resources aimed at improving reading comprehension. • Specific objectives target through the teaching of Talk4Reading. • Plan for free writing sessions like 'Free Write Friday' aimed at engaging children to prepare and write extended pieces about subjects of their own interest to share with others. • Utilise every opportunity for cross curricular writing. • Purchase more individual accounts for online program for revision of basic skill e.g 123Maths, Nessy, Dyslexia Gold • Additional individualised programmes will be accessed and paid for via NTP where appropriate. 	<ul style="list-style-type: none"> • Children have made progress from baseline assessments at the start of September. • Children have made accelerated progress to close the gap of missed learning. • Regular monitoring of pupils' maths, reading and writing carried out. 	<ul style="list-style-type: none"> • Summer term • Teaching staff • Head of School 	<p>£403.00</p>

<p>Summer/Home-learning Opportunities</p> <p>Children will continue to have access to online learning such as 123Maths, Nessy, Dyslexia Gold to enable them to continue to practice subject skills during the holidays if required.</p>	<ul style="list-style-type: none"> • Purchase enough licences to enable access to continue for individuals over school breaks or during lockdowns. 	<ul style="list-style-type: none"> • Remote interventions continue through distance learning opportunities. 	<ul style="list-style-type: none"> • Summer term • Class Teachers • Head of School 	<p>Included in costs above</p>
<p>Additional Maths Tuition</p> <p>Identified children will have significantly increased rates of mathematics basic skills, reasoning and fluency and additional teaching input will reinforce their application of number.</p>	<ul style="list-style-type: none"> • An additional maths teacher will be appointed to work with targeted children and groups. 	<ul style="list-style-type: none"> • Regular monitoring of pupil's maths progress carried out. 	<ul style="list-style-type: none"> • Class Teachers • Head of School 	<p>£2,370</p>