

Evaluating impact of catch-up funding.		St Anthony's Catholic Primary	March 2021																																																															
We have identified the following areas as priorities for our pupils	We will be measuring the impact of the expenditure upon pupils' attainment in the following ways	How catch-up funding will be spent (including estimated costings)	Impact. RAG rate each incentive and provide evidence source																																																															
Closing the attainment gaps in Reading, Writing and Maths	<ul style="list-style-type: none"> Teacher assessment – regular formative and summative assessments using NFER assessments as recommended by Assessment consultants. ½ termly pupil progress meetings Staff meeting time allocated to reading/writing/maths moderation. SLT monitoring including book looks, pupil interviews, lesson observations, environment walkthroughs. 	Additional staff costs to offer phonics, reading, writing and maths interventions – Additional Teacher £9294 Intervention teacher £8959 Intervention teacher £2253 Totals - £20,506	R	A	G																																																													
			Evidence Identified pupils tracked for attainment and progress. Progress seen in books. DEC 2020 – data <table border="1"> <thead> <tr> <th colspan="4">Reading</th> </tr> <tr> <th></th> <th>Prev KS</th> <th>Baseline</th> <th>Autumn</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td></td> <td>38%</td> <td>56%</td> </tr> <tr> <td>Y1 *</td> <td>60%</td> <td></td> <td>67%</td> </tr> <tr> <td>Y2</td> <td>80%</td> <td></td> <td>78%</td> </tr> <tr> <td>Y3 *</td> <td>64%</td> <td>30%</td> <td>55%</td> </tr> <tr> <td>Y4</td> <td>85%</td> <td>55%</td> <td>75%</td> </tr> <tr> <td>Y5</td> <td>80%</td> <td>57%</td> <td>72%</td> </tr> <tr> <td>Y6</td> <td>83%</td> <td>70%</td> <td>74%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Writing</th> </tr> <tr> <th></th> <th>Prev KS</th> <th>Baseline</th> <th>Autumn</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td></td> <td>36%</td> <td>53%</td> </tr> <tr> <td>Y1 *</td> <td>56%</td> <td></td> <td>53%</td> </tr> <tr> <td>Y2</td> <td>78%</td> <td></td> <td>67%</td> </tr> <tr> <td>Y3 *</td> <td>53%</td> <td></td> <td>34%</td> </tr> <tr> <td>Y4</td> <td>85%</td> <td></td> <td>45%</td> </tr> </tbody> </table>			Reading					Prev KS	Baseline	Autumn	EYFS		38%	56%	Y1 *	60%		67%	Y2	80%		78%	Y3 *	64%	30%	55%	Y4	85%	55%	75%	Y5	80%	57%	72%	Y6	83%	70%	74%	Writing					Prev KS	Baseline	Autumn	EYFS		36%	53%	Y1 *	56%		53%	Y2	78%		67%	Y3 *	53%		34%	Y4
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		<p>Additional teaching and learning resources to support assessment – NFER assessment resources £1366.90 Maths Resources YPO order £249 £426.73 TTS £290 EYFS resources YPO order £186.15</p>	<table border="1"> <tr> <td>R</td> <td>A</td> <td>G</td> </tr> </table> <p>Evidence</p> <p>See above Data</p>	R	A	G																																	
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		Additional funding to supplement blended/remote learning requirements - £1500 (grant)	R	A	G
		Additional home learning resources provided for individual pupils self-isolating/shielding - £100 – textbooks and photocopying	R	A	G
Addressing pupil, families and staff wellbeing issues arising from pandemic	<ul style="list-style-type: none"> Attendance and punctuality data reviewed including online learning. Support assisting Parents with technology issues – 15 devices loaned to families in need. Procedures in place to assist Parents with dropping off and collecting siblings. Small group nurture sessions and/or individual sessions. Direct parental support for vulnerable families. Stake holder views on effectiveness of working relationships – questionnaire October 2020 Parent, pupil and staff questionnaires show they feel 	Additional Pupil Support Worker hours – 15 hours per week – £2225	R	A	G
		CPD for SENCO/Pastoral Support Lead - No cost	R	A	G
			Evidence Support for home learners and the facility for learning to continue during periods of isolation and/or lockdown.		
			Evidence		
			Evidence PSHE and Wellbeing sessions helping children to settle back into school routines and support mental health.		
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	<p>supported and valued – Summer 2021.</p> <ul style="list-style-type: none"> Gathering of stakeholder views shows good levels of morale. 	<p>SEND Stepping back into School package and training for Teaching staff. Support of Benji School Dog</p>	R	A	G
<p>Evidence</p> <p>Whole and small group class support through planned PSHE and Wellbeing sessions helping children to settle back into school routines and support mental health.</p>					
<p>Whole school return to and implementation of a fully personalised wider curriculum</p>	<ul style="list-style-type: none"> SL and SLT monitoring of wider curriculum including book looks, pupil interviews, planning reviews and environment walkthroughs. ½ termly summative teacher assessments and moderation School adviser quality assures monitoring judgements. 	<p>Subject leader and teacher CPD – Impact of school closure – priority areas for development identified e.g. English curriculum - Reading and Writing - £300</p>	R	A	G
<p>Evidence</p> <p>Staff CPD through staff meeting ‘Our learning’ sessions revising and improving the English curriculum.</p> <p>Targeted pupils are tracked for attainment and progress.</p>					
		<p>Bridging the Gap EEF course DHT</p>	R	A	G
<p>Evidence</p> <p>Ongoing</p>					

Funding - £25,120

Autumn term - £6,280

Spring term - £8,380

Financial year 2020/21 - £10,460

Baseline information September 2020

- 100% of pupils returned to school in September 2020.
- All staff returned in September 2020 – two members of staff had personalised support packages and changes to work schedules.
- St Anthony's completed baseline assessments in core subjects in September 2020.
- The school used the LCC SEND Stepping back into school package to support children.
- Children were excited to return and settled back into routines following the COVID guidance quickly.
- Children had a very positive attitude to learning.