

Pentland Primary School

Catch up Funding – Planned Expenditure

Amount of funding

£ 23,040

Rationale:

Following the 2020 lockdown due to the COVID – 19 pandemic academies have received an additional amount of money to provide catch-up support for those pupils that require support. At St Marks / Pentland in order to effectively utilise this funding we have considered closely the advice and research put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intention to spend with the rationale accompanying each decision.

EEF recommended strategy	EEF Rationale	Implementation	Cost	Expected impact
PHASE 1 – October 2020 <ul style="list-style-type: none">• Pupil assessment and feedback• Interventions	<p>Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes</p>	<p>A teacher will be employed to backfill/cover the identified classes, where the need for catch up is, so the class teacher is able to deliver targeted intervention, assessment and feedback.</p>	<p>£18,371</p>	<p>To close the academic, or emotional/mental health gap, created by Covid and the school closure.</p> <p>Using the teacher as intervention allows a skilled, experienced professional to use their knowledge of the child to target gaps quickly and effectively.</p>

	<p>are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>			<p>To have accurate assessment that can be fed forward into phase 2.</p>
<p>PHASE 2 – TBC</p> <ul style="list-style-type: none"> Interventions 	<p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	<p>To fund the on costs with may incur following the uptake of the national tutoring scheme</p>	<p>£4669</p>	<p>To close the academic, or emotional/mental health gap, created by Covid and the school closure.</p> <p>To support class teachers' in their ability to provide a structured, appropriate curriculum to meet the child's needs.</p>