



South Gosforth First School

'Roots to grow and wings to fly'

Catch Up Funding Strategy & Spending – Summer Term Update & Impact

Focus 1 – To Support and Enhance Quality First Teaching Across School

Action	Rationale	Costings	Summer Term Update & Impact																								
<p>Support and training provided for Maths in Autumn term and throughout the academic year from:</p> <ul style="list-style-type: none"> - Darren Kidger – LA Maths Specialist - Lindsey Hassan – Maths Hub Lead Teacher (2 staff training twilight sessions and 2 in school support sessions) - Lisa Hetherington – Maths Hub TRG Leader (Ongoing support throughout the year to Maths lead and staff across school through TRGs and in school visits) 	<p>To develop our approach to maths mastery and improve the quality of teaching and learning in maths for our pupils.</p>	<p>£800 for Lindsey Hassan support (2 half days in school and 2 inset training sessions - £200 each)</p> <p>£800 cost for supply cover whilst Amanda Logan is monitoring and delivering support in Maths</p>	<p>All Maths Hub training has taken place both with Mrs Logan as the Maths Lead and the teaching staff in school.</p> <p>This has taken the form of staff meeting slots as well as Lyndsay Hassan supporting staff with their Maths planning. This support has also enabled Amanda Logan to provide tailored support and coaching for staff with planning and expectations in Maths and the mastery approach.</p> <p>Catherine Burnett has also accessed regular Maths Hub training for mastery in EYFS which has impacted upon Maths provision.</p> <p>Impact of Maths Hub Support: Evidence of enhanced classroom provision in Maths and mastery approaches are evidenced in the SIP report and learning walk evidence documentation for Summer Term 2021.</p> <table border="1"> <thead> <tr> <th>Maths</th><th>Autumn Exp+</th><th>Spring Exp+</th><th>Summer Exp+</th></tr> </thead> <tbody> <tr> <td>Rec</td><td>93%</td><td>92%</td><td>97%</td></tr> <tr> <td>Y1</td><td>87%</td><td>82%</td><td>79%</td></tr> <tr> <td>Y2</td><td>95%</td><td>70%</td><td>83%</td></tr> <tr> <td>Y3</td><td>83%</td><td>80%</td><td>88%</td></tr> <tr> <td>Y4</td><td>92%</td><td>80%</td><td>95%</td></tr> </tbody> </table>	Maths	Autumn Exp+	Spring Exp+	Summer Exp+	Rec	93%	92%	97%	Y1	87%	82%	79%	Y2	95%	70%	83%	Y3	83%	80%	88%	Y4	92%	80%	95%
Maths	Autumn Exp+	Spring Exp+	Summer Exp+																								
Rec	93%	92%	97%																								
Y1	87%	82%	79%																								
Y2	95%	70%	83%																								
Y3	83%	80%	88%																								
Y4	92%	80%	95%																								

'Learning by Questions' program and 41 x associated tablets for pupils and teachers	To enable pupils from Year 1 to Year 4 to complete a range of assessment tasks throughout a teaching unit (from across the current curriculum) and for this assessment information to be used diagnostically to inform subsequent teaching provision and catch up programmes.	£2125 31 pupil tablets x £60 each = £1895 'Learning by Questions' Program = £230	'Learning By Questions' has been readily used by pupils in all year groups from Y2 upwards. This has been used both as a diagnostic tool at the beginning of units of work to inform planning and classroom provision as well as a tool to assess the pupils' learning at the end of a unit. LbQ has mainly been used to enhance and inform teaching provision in foundation subjects, therefore there is no direct assessment data to evidence impact. Impact of LbQ: In the pupil questionnaire, 90% of pupils said that they enjoyed using LbQs as a teaching tool and that it helped them understand concepts better. In the staff questionnaire, 100% of staff said that LbQs helped to inform what they needed to teach when they used it.
---	---	--	--

Focus 2 – To Support Specific Pupils with Catch Up & Intervention

Action	Rationale	Costings	Summer Term Update & Impact								
To appoint an additional full time teaching assistant in Year 1 to support quality first teaching and deliver catch up intervention in 1F / 2L class.	To enable both Year 1 classes to be fully supported by teaching assistants and catch up interventions to be delivered	£15,660 £8120 for full time supply TA for Autumn term (Miss Jess Walmsley) £7540 for Spring term (Miss Jess Walmsley) J Walmsley (although swapped with D McArdle)	Jess Walmsley / Denise McArdle have been used to support pupils in both Y1 and Y2 full time in order to lead on catch up interventions in Reading, Writing and Maths, as well as to support pupils in class during lessons. Impact of Additional Full Time Teaching Assistant Support: <table border="1"> <tr> <th>Reading</th><th>Autumn Exp+</th><th>Spring Exp+</th><th>Summer Exp+</th></tr> <tr> <td>Y1F</td><td>81%</td><td>65%</td><td>78%</td></tr> </table>	Reading	Autumn Exp+	Spring Exp+	Summer Exp+	Y1F	81%	65%	78%
Reading	Autumn Exp+	Spring Exp+	Summer Exp+								
Y1F	81%	65%	78%								

		<p>supply for summer term – Additional £7280</p> <p>Total = £22,940</p>	<table> <tr> <th>Writing</th><th>Autumn Exp+</th><th>Spring Exp+</th><th>Summer Exp+</th></tr> <tr> <td>Y1F</td><td>77%</td><td>74%</td><td>80%</td></tr> </table> <table> <tr> <th>Maths</th><th>Autumn Exp+</th><th>Spring Exp+</th><th>Summer Exp+</th></tr> <tr> <td>Y1F</td><td>87%</td><td>82%</td><td>79%</td></tr> </table> <p>94% of Y1F pupils who took part in Reading catch up with JW / DM made 2 steps of progress in Spring & Summer term.</p> <p>94% of Y1F pupils who took part in Writing catch up with JW / DM made 2 steps of progress in Spring & Summer term.</p> <p>94% of Y1F pupils who took part in Maths catch up with JW / DM made 2 steps of progress in Spring & Summer term.</p>	Writing	Autumn Exp+	Spring Exp+	Summer Exp+	Y1F	77%	74%	80%	Maths	Autumn Exp+	Spring Exp+	Summer Exp+	Y1F	87%	82%	79%								
Writing	Autumn Exp+	Spring Exp+	Summer Exp+																								
Y1F	77%	74%	80%																								
Maths	Autumn Exp+	Spring Exp+	Summer Exp+																								
Y1F	87%	82%	79%																								
To increase hours of Mrs Zoe Shaw to work afternoons in Class 2M for afternoons until Easter	To enable both Year 2 classes to be fully supported by teaching assistants and catch up interventions to be delivered	<p>£3000 (approx.)</p> <p>Additional £150 per week (approx.)</p>	<p>Zoe Shaw worked full teaching days up until Easter break, supporting pupils in class and leading on interventions in Y2M.</p> <p>Impact of Additional Full Time Teaching Assistant Support:</p> <table> <tr> <th>Reading</th><th>Autumn Exp+</th><th>Spring Exp+</th><th>Summer Exp+</th></tr> <tr> <td>Y2M</td><td>80%</td><td>80%</td><td>80%</td></tr> </table> <table> <tr> <th>Writing</th><th>Autumn Exp+</th><th>Spring Exp+</th><th>Summer Exp+</th></tr> <tr> <td>Y2M</td><td>77%</td><td>73%</td><td>70%</td></tr> </table> <table> <tr> <th>Maths</th><th>Autumn Exp+</th><th>Spring Exp+</th><th>Summer Exp+</th></tr> <tr> <td>Y2M</td><td>77%</td><td>67%</td><td>86%</td></tr> </table>	Reading	Autumn Exp+	Spring Exp+	Summer Exp+	Y2M	80%	80%	80%	Writing	Autumn Exp+	Spring Exp+	Summer Exp+	Y2M	77%	73%	70%	Maths	Autumn Exp+	Spring Exp+	Summer Exp+	Y2M	77%	67%	86%
Reading	Autumn Exp+	Spring Exp+	Summer Exp+																								
Y2M	80%	80%	80%																								
Writing	Autumn Exp+	Spring Exp+	Summer Exp+																								
Y2M	77%	73%	70%																								
Maths	Autumn Exp+	Spring Exp+	Summer Exp+																								
Y2M	77%	67%	86%																								

Additional 'acting up' hours for Teaching Assistants to be paid at N6 (HLTA rate) when they are in school	Supporting groups and one TA to be paid at this rate due to planning for one SEN child. This equates to 7 x Teaching Assistants	Approx. £1500	This was done to enable teaching assistants to cover classes when the class teacher was having their PPA time once per week in order to avoid breaking bubble groups.
To allocate social and emotional support for specific pupils through The National Guild of Psychotherapists	To help to equip our pupils with strategies to manage their feelings and emotions and to ensure that they feel happy and well supported in school so that they are best placed to learn.	£400 per annum £200 contribution per psychotherapist	<p>A total of 6 pupils have attended weekly psychotherapy sessions with Janice Butterworth and Katie Fielding (National Guild of Psychotherapists). These sessions were offered to pupils who were finding the transition back to school life after lockdown difficult and were feeling anxious. The regular sessions with one psychotherapist were designed to build strong relationships between the therapist and the student and give the children strategies to help them manage their feelings and emotions.</p> <p><u>Impact of Psychotherapy Sessions:</u></p> <p>100% of pupils who took part in psychotherapy sessions said that they felt calmer after having the sessions</p> <p>100% of pupils who took part in psychotherapy sessions said that they felt happier after having the sessions</p> <p>100% of pupils who took part in psychotherapy sessions said that they felt that the sessions were helpful</p> <p>100% of pupils who took part in psychotherapy sessions said that the sessions helped with their learning</p>

To purchase resources to support the delivery of catch up programmes (including 'Agents of Hope' texts)	To use appropriate concrete resources and learning aids to facilitate effective catch up programmes.	'Agents of Hope' texts = £100	Texts were purchased for use in extended PSHE and 'Together Time' sessions, as well as year group assemblies to support pupils with their emotional literacy.
Focus 3 – Home & Blended Learning			
Action	Rationale	Costings	Summer Term Update & Impact
Provide all teaching staff with a tablet to use at home and school	To enable staff to deliver high quality home learning provision where they can record and upload videos of teaching on to 'Seesaw' or 'Tapestry'.	£612.50 10 x £61.25 each for tablets	Tablets purchased and allocated to teaching staff to enable them to record themselves recording videos for teaching, as well as to deliver live teaching sessions in the classroom over the 'Zoom' application in order to give pupils at home access to direct teaching from staff in school. <u>Evidence of Impact of Home Learning Offer:</u> 99% of parents and carers said that they thought that the home learning tasks provided by school were helpful and engaging (at least some of them) and supported their pupils learning at home.
Resources provided for staff (whiteboard wedges and tripods for holding tablets etc) for if staff need to create clear videos of teaching at home to upload on to 'Seesaw' during bubble isolation.	To enable staff to deliver clear teaching videos to children learning from home.	£540 Whiteboard Wedges £260 Tripods £280	Resources purchased and allocated to teaching staff to enable them to record themselves recording videos for teaching, as well as to deliver live teaching sessions in the classroom over the 'Zoom' application in order to give pupils at home access to direct teaching from staff in school.

			<p><u>Evidence of Impact of Home Learning Offer:</u></p> <p>99% of parents and carers said that they thought that the home learning tasks provided by school were helpful and engaging (at least some of them) and supported their pupils learning at home.</p>
Purchase of online resources for remote/school learning and subscriptions	To support staff in the planning of home learning and reading activities for pupils learning from home during lockdown.	<p>£1056 – Seesaw online learning platform</p> <p>Free – Google Classroom</p> <p>£48 – Early Years Classroom</p> <p>£300 - Book Life ebooks</p> <p>£350.51 - Bug Club</p> <p>£125 - Times Table Rockstars</p>	<p>Resources to support planning of home learning and reading activities were purchased and used by staff across school to enhance learning opportunities for pupils during lockdown.</p> <p><u>Evidence of Impact of Home Learning Offer:</u></p> <p>76% of parents and carers said that they thought Seesaw was a useful and easy to use online learning platform for home learning (14.4% this wasn't applicable as they were EYFS families).</p> <p>38% of parents and carers said that they thought Tapestry was a useful and easy to use online learning platform for home learning (60% this wasn't applicable as they used Seesaw).</p>
Provide families with adequate resources to access blended / remote learning from home	To ensure that all families across school are given access to appropriate resources to access our blended / remote learning offer	£100	<p>Resources were given to specific families who required them to enable their children to carry out home learning tasks effectively.</p> <p><u>Evidence of Impact of Home Learning Offer:</u></p> <p>100% of parents and carers who accessed these said that they thought that the support and resources offered by staff</p>

			in school were valuable during lockdown (parent questionnaire)
--	--	--	--

National Tuition Program Strategy – Disadvantaged Pupils			
Action	Rationale	Costings	Summer Term Update & Impact
<p>Evidence and implementation guide for 1-1: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Evidence and implementation guide for small group tuition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>National tuition programme to be implemented for up to 50 children in total throughout the full academic year. Mixture of one to one tuition and small group work.</p> <p>Consultation with PP+ parents and carers to work on initiatives which will support these children.</p>	<p>Targeted focussed support to accelerate progress for specific pupils with additional learning needs.</p>	<p>£393</p> <p>£131 per block</p> <p>£393 for 3 x blocks Spring term</p> <p>£1965 for 15 x blocks Summer term</p> <p>1 x child being paid for to take part out of catch up funding. The rest of the pupils being paid for out of 'Pupil Premium' and 'Pupil Premium Plus' funding.</p> <p>75% government subsidy – Tuition of 4 pupils would cost the same as one pupil</p> <p>Focus on 15-20 pupils (one to one and small group work – before school clubs</p>	<p>98% of pupils who have taken part in either one to one or small group tuition sessions with John Hymus, Steve Small or Richard Corbishley have made at least 2 steps of progress from their relative starting points since Autumn term in the subject which they had tutoring in (47 pupils out of 48).</p>

		<p>and during the school day preferred)</p> <p>Additionally we have appointed supply – R Corbishley to work with 17 pupils (the initial spring term NTP pupils as NTP only offered 15 sessions) for an additional 10 sessions. Additional £1450</p>	
<p>Total Costings of ‘Catch Up’ Spending (Approximately Two Thirds of Spending Until March) = £29,873.76</p> <p>(Summer Term Additional Spending) Plus £7280 supply cost – Y1/2</p> <p>Plus £1450 supply cost – Tutoring</p>			