



Stanton Harcourt CE Primary School

COVID Catch-Up Funding Our Intent, Implementation and Expected Outcomes

Following the 2020 lockdown, schools were allocated approximately £80 per pupil to support catch-up initiatives, to make up for lost learning in the classroom. Our target is to return to the pre-lockdown attainment levels across the school, by July 2020.

Our school has been allocated **£8,400**

	April 2020 <i>(just before lockdown)</i>		Baseline <i>(return from Lockdown)</i>		Milestone 1 <i>(December 2020)</i>		Milestone 2 <i>(April 2021)</i>		Milestone 3 & Target <i>(July 2021)</i>		Target Achieved?
	% At and/or Above ARE	% Above ARE	% At and/or Above ARE	% Above ARE	% At and/or Above ARE	% Above ARE	% At and/or Above ARE	% Above ARE	% At and/or Above ARE	% Above ARE	
Reading	79%	29%	31%	1%	54%	18%	0%	0%	0%	0%	Yes/No
Writing	79%	29%	16%	0%	37%	2%	0%	0%	0%	0%	Yes/No
Maths	89%	28%	34%	2%	52%	10%	0%	0%	0%	0%	Yes/No
Combined	61%	27%	15%	0%	33%	1%	0%	0%	0%	0%	Yes/No

Note: R/A/G rating indicates progress since 'Baseline'

Lead: Andrew Denham
Monitoring Governor: Jenny Faulkner
Review Dates: December 2020/April 2021/July 2021

STEP 1:

Assess where the children are to identify where the gaps in their learning using **PIXL Autumn Transition Package** Assessments

Reading	Writing	Spelling, Punctuation and Grammar	Maths
Language in Context & Choice of Language	Teacher Formative Assessment (Marking)	Sentence composition	Number and Place Value
Retrieval		Punctuation	Addition and Subtraction (mental and written)
Inference		Grammatical Terms & Word Classes	Multiplication and Division (mental and written)

STEP 2:

Analyse the '**% confidence levels**' of cohorts and individuals for each of the assessment questions/national curriculum areas

STEP 3:

Adopt an **ABC** approach to identify which children need what, based on the analysis:

A	B	C
Additional to and different from interventions (SEND/High Need)	Booster Sessions (25% or less of a class in red/amber of confidence percentage)	Class Teaching (60% or more of class in red/amber of confidence percentage)

STEP 4:

Identify the '**PIXL Therapies**' (*short, sharp interventions that teach to the gaps in learning*) that can be delivered as A, B, or C

STEP 5:

Deliver the '**PIXL Therapy**' to the individuals, group or whole class

STEP 6:

Purchase **additional resources** where necessary to deliver support and interventions to individuals, group or whole class

COSTS TO DATE (Autumn Term 2020)

Implementation Action	Details	Cost
PiXL Autumn Transition Package	Part of our Partners in Excellence (PIXL) subscription	<i>Covered by PPG Grant</i>
Analyse the ‘% confidence levels’	INSET Day October 2020	N/A
Adopt an ABC	INSET Day October 2020	N/A
Identify the ‘PIXL Therapies’	INSET Day October 2020	N/A
Deliver the ‘PiXL Therapies’	Overtime COVID hours from TA’s (average pay of £10p/h): 185 hours	£1,850
Purchase additional resources for interventions	Plus 1 (Maths): Power of 2 (Maths) Toe by Toe (Reading) Write Dance (Writing) Communicating in Print Additional Chrome Books (£200 each) for TA’s to deliver interventions	£93 £113 £265 £27 £230 £800
Additional Provision	Individual CPG textbooks in reading, writing and maths Staff training in Colourful Semantics (Sentence Composition): Contribution towards staffing cost to enable us to split Year 1 & 2 for Maths and English teaching in the morning:	£427 £286 £4,000
Total expenditure to date:		£8,091
Funding given:		£8,400
<i>Remaining:</i>		<i>£309</i>