



## De Lacy Primary Catch-up Plan

**Rationale:** Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. In order to utilise this additional funding, in the best possible way, we have considered closely the research and advice put forward by the EEF, DfE and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Strategy	School rationale	Implementation	Cost	Expected impact/outcome
One to one and small group tuition/mentoring	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition/mentoring as a catch-up strategy.'	KS2 1:1 reading and maths with targeted children (bottom 5%) with additional books purchased – see parent section.	Learning Mentor from Teach First – 19k prorata from Jan to July (subsidised by Gov). <b>Total On costs - £4,000</b>	Accelerated progress for targeted groups and an improved attainment rate in WTAR and ARE data.
Third Space Learning: 1-1 Online Maths Tuition	Extensive evidence carried out by The Sutton Trust for EEF and NTP shows that children can make significant progress with high-quality tutoring. This tutoring specifically aims to address the 'Disadvantage Gap' and 'Regional Gap'.	Weekly 1:1 Maths tuition for targeted KS2 children. This would include disadvantaged/SEND children, bottom 20% and top 20%.	10 targeted children (disadvantaged / bottom 20% / securing top 20%) will receive weekly hour sessions for a minimum of 12 weeks. School staff to further support their weekly sessions, will deliver supplementary work (Spring).  <b>40 Places through the Spring/Summer term: £6290</b>	Children receiving this 1-1 weekly tuition will make accelerated progress in Maths; positively impacting on their confidence and self-esteem in all areas of Maths. Staff will be able to use 'premium' resources provided and become more confident in their delivery of Maths and how to target gaps in learning, in more depth.



Intervention programmes	Fresh Start targets the less able in phonics in KS2. These resources would support the direction, delivery and intervention from any tutoring strategy.	Year 3 and 4	Teacher kit - £125 Targeted books £600 <b>Total £725</b>	Improved access to reading material that would improve the phonetic ability of this cohort whilst developing their other English skills in line with their peers.
Access to technology –	Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’	The purchase and implementation of online learning platform ‘SumDog’.	1 year subscription <b>Total - £1118</b>	By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school and homework activities, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.
Assessment – NFER assessment resources.	The NFER assessment resources would be used to provide additional and ongoing detailed diagnostics of pupils learning. The ‘gaps’ in pupils learning can be more easily identified.	NFER is nationally recognised as an excellent assessment and QLA package.  Years 1,3,4,5	Assessment resources for Y1, Y3, Y4 and Y5.  <b>Total cost - £4,697</b>	Trust wide non-examination cohort consistent approach to QLA, intervention and improved wellbeing for staff.
Supporting parents and carers	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with	The purchase of additional sets of R,W,Inc. phonic reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book	£2,005 - Full additional set of all R,W,Inc. Book Bag books – bands Red through to Grey.  £779.40 - My Reading and Writing Kit (Reception) x 60  £259.80 - My Reading and Writing Kit (Year 1) x 20	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at



	support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’	‘quarantine’ rules. The purchase of ‘pre-reading’ Sound Blending Book Bag Books to use in Reception – enabling teachers to send single word books home for parents to practise with their children. The purchase of R,W, Inc. Phonics Kits for parents to enable additional catch-up learning to take place at home for those children with the largest gaps in reading and phonics.	£259.80 - My Reading and Writing Kit (Year 2) x 20  <b>Total £3302</b>	home, we expect the impact to be accelerated improvement in the children’s reading and phonics ability.
Maths Resources	Research through EEF demonstrates that mastery-learning approaches are effective, leading to an additional five months’ progress, on average with children being able to show an impact of up to six months’ additional progress. Mastery learning appears to be particularly effective when pupils work collaboratively, taking responsibility for supporting each other’s.	EYFS-KS2 from end of Jan 2021. Maths lead will work along side maths national specialist in developing the teaching of maths through school. Exploring resources and how these resources can be used in class and track impact over time.	<b>Total £1,800</b>	Through the support and CPD, targeted top 20% of children across school will make accelerated progress. Children will be more confident and work more efficiently towards meeting the high expectation / ‘bar’ set for them and through the use of concrete-pictorial and abstract concepts being used will further support this impact in Maths but across English and the wider curriculum.
<b>TOTAL PROJECTED COST</b>			<b>£21,932</b>	
<b>TOTAL BUDGET</b>			<b>£24,560</b>	
<b>DEFECIT / SURPLUS</b>			<b>+2,628</b>	