

## 2021-2022: Catch-up funding – planned expenditure

Amount of funding: Sept 20 - Mar 21 - £4,100 - Phase 1

Apr 21 - Aug 21 - £12,300 - Phase 2

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. At St. Norbert's Catholic Academy, 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 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.

EEF recommended strategy	EEF Rationale	Specific implementation at St. Norbert's	Cost	Expected impact	Evaluation
One to one and small group tuition	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	Daily 1:1 reading with targeted children (additional books purchased - see parent section) Additional support for	<p>£16.90 per hour            × 4 hrs per week × 1 adults            = £ per week            X 12 weeks =  <b>TOTAL</b>  <b>£811.20</b></p> <p>Nil - use of Sports TA/Dance</p>	<p>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress.</p> <p>By prioritising the development of fine and gross motor skills in identified</p>	<p>No spend to date            Tuition Programme planned for implementation Advent Term 2 2021/22 once 2020/21 end of year final assessments have taken place.            2020-21 Intervention Impact Trackers to be analysed to identify successful intervention strategies to utilise from Late October 2021.</p> <p>As above.</p>

		<p>development of fine &amp; gross motor skills (R-Yr1)</p>	<p>Teacher and existing staff</p> <p>The purchase of class based varied curricular texts/and or IPAD APPS to support reading across the curriculum based on cohort content taught and areas missed as a result of Lockdown. Each bubble to have own selection of reading and support materials in own bubbles to support small group and 1:1 support, including study texts.</p>	<p>children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.</p>	
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			<p>EYFS-£700  Year 1-£700  Year 2-£700  Year 3-£700  Year 4-£700  Year 5-£700  Year 6-£700  Total: £4900</p>		
Intervention programmes	'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	The purchase and implementation of online learning platform 'Learning By Questions' Further purchase of IPADS to complete class set of 30 TO ENSURE X1 IPAD per child when undertaking group or class Learning by	<p>£200 x 7 CT LBQ licences  Total £1400</p> <p>X 1 Free Twilight LBQ CPD Session</p> <p>X 5 IPADS Education  £240each -  £1200</p> <p>X 5 IPAD Minis  £305-£1525</p> <p>X10 £22 Cases</p> <p><b>TOTAL £4345</b></p>	By providing maths and reading catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths and reading	<p><b>Impact of LBQ:</b>  LBQ set up Year 1-6  LBQ being utilised across Year 1-6 supporting summative assessment.</p> <p>Staff CPD enabling CTs to feel confident setting challenges and creating own question sets, differentiated and personalised to meet needs of class.</p> <p><b>Year 2</b> -Although there are limited pre-made focus tasks for Year 2, we have created our own as a beginning and end of topic assessment task for both music and history. The children have really enjoyed using the ipads to complete these and the range of question types support vulnerable groups of pupils.</p> <p><b>Year 3</b> - In one month 1,568 questions answered by Year 3. Enabled real time feedback once a week allowing me to provide 1:1 interventions or small group boosters where needed. Up until the 2nd July I was still teaching live via Teams. LBQ provided me with valuable feedback from children at home who</p>

		<p>Questions Intervention.</p>	<p>2021-22 Fee = £TBC</p>		<p>were joining the lessons but for various reasons their end were sometimes unable to share their learning. Re-joining the class has made this transition much more seamless due to the activities I could set on LBQ. Using the iPads I was also able to buddy a child in class with a child remotely learning to enable effective collaboration. The extra 5 iPads has enabled all children to access MyMaths and LBQ at the same time.</p> <p><b>Year 4:</b> LBQ impact has been a great success. Children have loved accessing the maths and English resources, it has made them much more independent learners and given them a real enthusiasm for the subjects. I hope LBQ will be used in Science over the coming year. The addition of this app makes teaching and learning more diverse and I am able to gain a real insight into the children's abilities from the assessment tool it provides.</p> <p><b>Year 5:</b> The impact of LBQ on our Year 5 pupils has been very positive, particularly enabling a Very Large (80-96%) of pupils to access learning from home during lock-down periods. As class teacher I have been able to track live as the children work and interact with them throughout sessions going over misconceptions or reteaching an area the children are struggling with. This has also enabled me to adapt future lessons and plan for booster groups. The children have continued to use LBQ in class as well. I have mainly used it for additional support in areas of Maths and SPAG as well as pre-teaching/recapping an area before the main teaching. This has enabled me to identify gaps in learning caused by lockdown</p>
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				<p>periods and address these before moving onto the Year 5 concepts. LBQ has enabled children who work at a slower pace to complete tasks at home as well, by setting the timings to go beyond the school day.</p> <p><b>Year 6:</b> The impact of LBQ on our Year 6 pupils has been immense, particularly enabling a Very Large (80-96%) of pupils to access learning from home during lock-down periods. Not only have they been able to access from home but as a member of staff I have been able to track and interact with them throughout their sessions pin-pointing errors or misconceptions as they occur and alleviating the need to return. The package has provided us with a very powerful tool to support the children at their level of access and enable scaffolding or supportive tools to create a pathway to success. A Very Small minority (4-19%) have required further intervention outside of the package to provide greater access and enable them to apply their learning skills more successfully. The ability to plan and tailor Units of questions to topics or areas of a subject have provided a greater impact on both pre and post teach learning. Not only have we been able to access the question sets already designed and set but we have also been able to begin the process of creating our own and trialling these with the children specific to subject areas such as French. So far this month (July 2021), with access to iPad devices only twice a week, we have covered 24 Question Sets; Pupil shave answered 15,647 Questions compared to last month where we only managed 10,693! The impact and feedback from Year 6 children has been the understanding that they can work at their own</p>
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					<p>pace and are able to progress onto the challenges set or move through into extension work provided.</p> <p><b><u>Impact of additional IPADS:</u></b> Purchase of IPADS Ensuring class set allows for x1 IPAD per pupil to maximise individual learning opportunities.</p> <p><b>EYFS:</b> Having a class set of iPads, mean all children in EYFS can have an iPad while I am modelling how to navigate around the apps at the same time as me. As, by the end of reception children need to be able to open and use a piece of software, children can Complete many apps or games which are phonics, maths and topic based without having to share. The impact of the iPads on learning in Year 6 has provided us with greater access to a range of activities such as being able to share digital maps, take photos etc, record their learning and explore digital packages for composition and experimentation within music. The children have been able to have an iPad each which has meant total class coverage for learning and equal access for all;</p> <p><b>Year 1:</b> Ipads have been used to support phonics learning and securing revisit, teach, practise and apply structures.</p> <p><b>Year 2:</b> Extra iPads have been particularly useful when more than class have needed to use at the same time and ensure that pupils can at least work in pairs. It is also additionally useful</p>
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				<p>when there are additional adults in the classroom so they can work alongside pupils to model and direct.</p> <p><b>Year 4:</b> The impact of 5 iPads has meant that there is an extra resource that can be used for independent research in small groups. They can be used for extension work to stretch higher ability children and also for intervention work with low achievers/vulnerable groups.</p> <p><b>Year 5:</b> The impact of extra iPads on Year 5 has meant that children have been able to work independently and at their own pace on tasks such as LBQ, My Maths and research. It has given the children greater ownership of their learning and enabled them to develop their own ICT skills through using various APPs.</p> <p><b>Year 6:</b> The impact of the iPads on learning in Year 6 has provided us with greater access to a range of research; LBQ Question package and extension tasks linked to the Core Subjects or RE, English and Mathematics. The children have been able to have an iPad each which has meant total class coverage for learning; whole class teaching has been possible across all the devices; mirroring the learning from iPad to big screen has supported others in their learning and celebrated their work. The use of iPads to read texts we have selected and ensure there are enough copies of the same text has been amazing - enabling pupils to further their reading comprehension skills; highlighting use of grammar and how an author has organised sentence structures for impact. A Very</p>
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				<p>Large Majority (80-96%) of pupils have completed their recovery curriculum utilising both the provision of additional texts; use of LBQ comprehension and reading materials alongside accessibility using the devices to attain End of Year Expectations. A reading assessment completed during Advent 1 highlighted the Majority (51-64%) cohort inline with End of Year expectations - the impact of the reading materials; hardware; software package and applications within have had a contributing impact on the enjoyment and progress children have made this year.</p> <p><b><u>Impact of Reading Materials/Books:</u></b></p> <p><b>EYFS:</b> When we were given funding for books I chose to buy books inline with phonics from letters and sounds. I purchased phase 1 to phase 5. Children's confidence has grown and they are reading at home for enjoyment. They talk about their new home books often reading the title when they receive them. When reading individually at school a large majority of children can now read independently and show a good understanding of what they have read. A large majority of children are at expected for reading. The bottom 6% of children read daily at school and a large majority have gained confidence and are reading with support and show some understanding of what they have read. Parents have made positive comments and enjoy seeing their child achieve.</p> <p><b>Year 1:</b> Reading materials purchased with funding allocated to support the Recovery Curriculum provision enabled sets of high-quality books; inspirational texts and engaging storylines</p>
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				<p>including a range of non-fiction texts which has had an amazing effect on the engagement level for the less enthusiastic readers, boys and EAL children. The impact of reading materials has supported 96.7% of the class in achieving more than expected progress in Year 1. Progress over time has shifted from 46.7% working below POS at Advent Mid to 13% below POS at Pentecost. Phonics screening test outcomes showed 72% achieving 32 marks or above</p> <p><b>Year 2:</b> Since purchasing the class texts pupils have been able to take more than one text home each week, which allows them to practice and discuss a range of different text types more readily. As a result, a very large majority of pupils working towards expected standards have made progress in reading and a small minority have made accelerated progress, meaning the majority of these pupils are now at ARE. Overall a large majority of pupils in Year 2 are working AT+</p> <p><b>Year 3:</b> The budget for the new books in Year 3 really excited the children. As an activity leading up to it, I tasked them with the responsibility of reading the book magazines whilst carefully selecting the genres that interested them the most. They then had to calculate how many books they could buy with their £500. From the selection that the children chose, I was able to order a broad spectrum of books that would challenge and motivate them. The excitement of the Year 3 children taking ownership of 'ordering' their own books has benefited them enormously, the new selection of books has excited and motivated the children to regularly change their books. The</p>
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				<p>non-fiction base we now have has sparked many topics of conversations in class too.</p> <p><b>Year 4:</b> Children got really excited to see all the new titles and I have noticed a positive change with a very large majority children changing their books without prompting. A great proportion of these are boys who were quite reluctant to read before. The newer titles such as the meerkat collection are being thoroughly enjoyed. It has been noted that our Summer 2021 Salford Comprehension assessments shows a large majority of children have maintained or increased levels of reading comprehension compared to before lockdown (Jan 2021).</p> <p><b>Year 5:</b> The impact of new reading books on Year 5 has been immense. This particular cohort of Year 5's really enjoy reading and have always been inspired by the termly recommended reads that we provide as class teachers. Having sets of new books in their own library space only further ignited this love of reading. Through careful purchasing I was able to buy in books that were engaging and age appropriate for the lower ability readers who were still reading scheme books. This has encouraged them to try more challenging books as well and ask more questions about vocabulary. I also purchased a set of challenging reads for the higher ability readers. This has enabled them to try new authors and genres that they may never have tried before. This positive reading culture has enabled children to have the confidence to change a reading book if they are not enjoying it, which has resulted in them</p>
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					<p>taking more risks in choices. I also purchased a significant amount of non-fiction texts linked to topics studied in Year 5. This has enabled children to read around topics and share information that they have read with others in the class, further enhancing their topic work as well. As a result of new books out of 10 children who were still on scheme books (up to lime) only three remain on scheme books.</p> <p><b>Year 6:</b> Reading materials purchased with funding allocated to support the Recovery Curriculum provision enabled sets of high-quality books; inspirational texts and engaging storylines. These books coupled with Units of work highlighted through Jane Considine have brought the children's reading imaginations alive and provided them with a great way to spend their time between lessons; during DEAR time; quiet reading or at home leisure reading. The contribution of these books to our recent comprehension results have demonstrated to both myself and the children that improving our focus on reading quality texts improves our understanding of how we can use and apply this in our own work across the curriculum. Not wishing to provide positives for the Covid-Pandemic, but the restrictions for our children at home and socially has enabled greater time to pick-up a book and share texts over TEAMS.</p>
Access to technology	'Pupil's access to technology has been an important factor affecting	The purchase and implementation of online learning platform	As above- Intervention Programme	By ensuring that children have access to quality maths and spelling practise at home, supplementing the	

	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.'	'Learning By Questions'	All can log on from home PCs/Devices	learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.	
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.	The purchase of additional sets of 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,	The purchase of 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. EYFS-£500 Year 1-£500	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 home, we expect the	

	<p>Providing additional books and educational resources to families, with support and guidance, may also be helpful - for example, offering advice about effective strategies for reading with children.'</p>	<p>incorporating book '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.</p>	<p>Year 2-£500  Year 3-£500  Year 4-£500  Year 5-£500  Year 6-£500  <b>Total: £3500</b></p> <p><b>Bug Phonics Resource Programme</b>  <b>£1720.75</b></p>	<p>impact to be accelerated improvement in the children's reading and phonics ability</p>	
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Purchase	Total Costings
Reading 1:1/Small Group Intervention X4 adults 4hours a week for 12 weeks	£811.20
Cohort/Bubble Reading and Curriculum Teaching Resources/APPS	£4900
Learning by Questions Intervention Programme and IPADS to support whole class delivery	£4345
LBQ Renewal	£

Phonics Kits/Stage Readers to boost support home reading. Collections for each cohort bubble Bug Phonics Resourcing	£3500 £1720.75
TOTAL	£16,395.40