

**COVID-19**  
**Catch-up funding for St Barnabas Primary School**

Following the COVID-19 pandemic and subsequent closure of schools, the government issued an amount of catch-up funding to all schools to support closing gaps in learning. The amount of funding allocated is based on pupil numbers and is paid over two financial years.

We are receiving £8,000: to date we have received £3820

We have considered the age and need of our children when deciding how to allocate and spend our money. We have also used the government recommended, 'COVID-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the best strategies, which based on long term research, will enable us to achieve the most positive outcomes.

Our support plan is as follows:

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 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 rationale	Specific implementation	Expected impact measured with before and after assessment.
<p>One to one and small group tuition</p> <p>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p>	<ul style="list-style-type: none"> <li>• KS2 small group writing workshops with a qualified teacher will give identified children from each class weekly support with spelling and sentence writing.</li> <li>• Weekly 1:1 maths support using Big maths with trained TA for 20-25 children from Years 2-5</li> <li>• Able children small group maths extension with teacher from MCS weekly small group session to ensure potential reached.</li> <li>• 1:1 support with the SENDCO for child awaiting EHCP maths and English</li> </ul>	<p>Improvement in spelling and writing.</p> <p>Gaps filled</p> <p>Children reaching t their potential</p> <p>Accelerated progress</p>
<p>Intervention programmes</p> <p>'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'</p>	<ul style="list-style-type: none"> <li>• Daily 1:1 reading with targeted children in all years Rapid Readers and Arch Readers used in KS2</li> <li>• Lego play therapy session for small group struggling with friendships in Y4 (to prevent it affecting their learning)</li> </ul>	<p>Improvements in vocabulary acquisition, fluency, comprehension and reading for pleasure.</p> <p>Reduction in emotional outburst, improved teamwork.</p>

	<ul style="list-style-type: none"> <li>• Talk Boost for Reception: 4 children for 3x week talking session with trained TA for 8-10 weeks <a href="https://ican.org.uk/about-us/our-evidence/">https://ican.org.uk/about-us/our-evidence/</a></li> </ul>	Increased language acquisition leading to children better able to access the curriculum.
<p>Access to technology</p> <p>‘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.’</p>	<ul style="list-style-type: none"> <li>• School has 3 class sets of chrome books (1 per pair of classes) EYFS have set of IPADS.</li> <li>• Children following computing curriculum from 123ICT</li> <li>• Google classroom up and running and well established.</li> <li>• In event of bubble closure home learning plan in place.</li> </ul>	<p>Children are able to access learning in school and at home.</p> <p>Big maths available via Google Classroom.</p>
<p>Supporting parents and carers</p> <p>‘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 support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with</p>	<ul style="list-style-type: none"> <li>• Home Learning.</li> <li>• Google Classroom set up and running in all Year groups from 1-6.</li> <li>• Home learning packs for EYFS</li> <li>• Chrome books /laptops on loan to families in need.</li> <li>• Regular check-ins with families.</li> <li>• Website learning section updated to help families with home learning. Information sent to families without access.</li> </ul>	Children able to access learning at home and to complete homework.