



CATCH-UP FUNDING – PLANNED EXPENDITURE (SUMMER)

Rationale	Expenditure	Cost
<p>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.</p> <p>At Overchurch Infant School, 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.</p> <p>Having been allocated just £5,340 catch up funding for the Autumn Term, we realised that more was needed and committed further resources to this.</p> <p>A range of and targeted interventions proved successful in...</p> <p>With the success of these interventions in the Autumn Term, these measures have been continued using the second tranche of catch up funding (£6,980) and its effectiveness will continue to be monitored.</p> <p>The table outlines our intentional spend with a rationale accompanying each decision for the Summer Term.</p>	KS1 Small Group Phonics 8 x TA2 hours weekly	£1,618
	PSED EYFS Intervention group MFB EYFS group 10 x TA2 hours weekly	£2,022
	KS1 Maths Intervention group 5 x TA2 hours weekly	£1,011
	Regular 1:1 reading with TA 5 x MDA hours weekly	£930
	Fine Motor Skills development 2.5 x TA2 hours weekly	£505
	TOTAL	£6,086

Recommended EEF Strategy	EEF Rationale	Specific Implementation at Overchurch Infant School	Cost	Expected Impact	Summer Term Evaluation
One to one and small group tuition	<i>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</i>	Regular 1:1 reading with identified children Additional support for development of fine & gross motor skills	*Phonically decodable books *Fine motor resources *Pathways to progress	By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress. By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.	
Intervention programmes	<i>'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'.</i>	Small group Phonics KS1 Catch up maths group KS1 PSED EYFS Intervention group MFB EYFS group	*TA2 hours throughout the week	By providing Phonics, Maths and reading catch-up interventions for identified children throughout the day, we expect to close the gaps in Phonics, Maths and reading.	
Access to technology	<i>'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.'</i>	The purchase and implementation of Spelling Shed, Reading Planets, Numbots, White Rose Premium planning and resources.	*Spelling Shed *Reading Planets *White Rose Premium *Numbots	By ensuring that children have access to quality Maths and English teaching provision at home, supplementing the 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 identified targeted areas.	

<p>Supporting parents and carers</p>	<p><i>'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 children.'</i></p>	<p>The purchase and implementation of Phonetically decodable books matched to children's stage of learning.</p> <p>The investment and implementation of Reading Planets.</p>	<p>*Phonetically decodable books *Reading Planets</p>	<p>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 impact to be accelerated improvement in the children's reading and phonics ability.</p>	
<p>Summer Evaluation</p>					