



# OVERCHURCH INFANT SCHOOL

## CATCH-UP FUNDING – PLANNED EXPENDITURE

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>Overchurch Infant School have been allocated just £5,340 catch up funding for the Autumn Term but we are committed to spending much more than this to ensure identified gaps are plugged and all children make good progress.</p> <p>The table outlines our intentional spend with a rationale accompanying each decision for the Autumn 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
	Phonically decodable books	£1,500
	Pathways To Progress Writing Intervention 1.5 x TA2 hours weekly	£500 £303
	Numbots Maths App	£150
	Spelling Shed	£150
	Reading Planet	£300
	Fine Motor Skills development 2.5 x TA2 hours weekly	£505
	<b>TOTAL</b>	<b>£8,989</b>

Recommended EEF Strategy	EEF Rationale	Specific Implementation at Overchurch Infant School	Cost	Expected Impact	Autumn Term Evaluation
<b>One to one and small group tuition</b>	<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.	<ul style="list-style-type: none"> <li>75% of identified Reception group now on track in Listening &amp; Attention (was 58%)</li> <li>75% of identified Reception group now on track in Managing Feelings &amp; Behaviour (was 58%)</li> <li>83% of identified Reception group now on track in Moving &amp; Handling (was 67%)</li> <li>75/90 Y1 moved 1+ book band</li> <li>30/90 Y1 moved 2+ book bands</li> <li>80% Y2 Phonics Screening Check</li> <li>69/89 Y2 moved 1+ book band</li> <li>43/89 Y2 moved 2+ book bands</li> </ul>
<b>Intervention programmes</b>	<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.	<ul style="list-style-type: none"> <li>See data above</li> <li>All children who have been part of small group interventions across school have made accelerated progress (see Insight)</li> </ul>
<b>Access to technology</b>	<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.	<ul style="list-style-type: none"> <li>84% of children have logged onto and accessed Reading Planet this term</li> <li>Spelling Shed is updated half termly in line with Phonics sounds to support spelling at home.</li> <li>White Rose Premium used daily to support quality first teaching with focus on rapid acceleration.</li> <li>Numbots continues to be available for all children to access at home.</li> </ul>

<p><b>Supporting parents and carers</b></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>	<ul style="list-style-type: none"> <li>• In most classes 93% of children have achieved their Bronze Reading Stars certificate.</li> <li>• New Phonetically decodable books are available linked to the Phonics phase which support blending and segmenting to promote independent reading.</li> </ul>
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### Autumn Evaluation

Following the success and rapid acceleration of focused groups of children these targets will continue into the Spring Term. The catch-up funding will continue to be used to ensure that the necessary adults are available in all year groups to support specific interventions and continue to build on the successes of the Autumn Term. School will also continue to pay for the online platforms Reading Planets, Spelling Shed, White Rose and Numbots which have proved valuable in promoting home school partnerships this term. Overchurch Infant School is receiving a further £6,980 in catch-up funding for Spring.