

This funding is for schools to use on specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the **Education Endowment Foundation (EEF)** has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

**Section 1: Contextual Information**

School	Alverton Primary School	Total pupil number	307	Total catch up funding	£24640
Identified priorities for catch up		Reason for selection of priority			
<b>A</b>	<p><b>Upper Key Stage 2</b> To improve <b>reading</b> comprehension and fluency.</p> <p>To improve <b>confidence and knowledge in Maths</b> amongst some UKS2 children.</p>	<p>Initial assessments show that only 23% of Y5 pupils and 48% of Y6 are currently on track for reading. These assessments and lexile scores on Read Theory, on top of general observations of low vocabulary knowledge, lack of confidence in answering questions and low fluency in reading make this a priority, especially in Year 5.</p> <p>In Maths, some children are working below levels and knowledge typically seen and have some “gaps” in their learning.</p>			
<b>B</b>	<p><b>Lower Key Stage 2</b> To ensure all “amber” children are well-supported to make the maximum progress possible. To raise standards in <b>reading</b>.</p>	<p>The Year 3 Cohort was already a concern pre-Covid and informal assessments at the end of KS1 were low. Combined with mixed engagement over lockdown, only 15% of children are currently assessed as on track for reading. Only 15% of Year 3 are currently on track for Maths. In Year 4, 39% are currently on track for Maths. Both cohorts also require support for writing but Maths will be addressed as our first priority.</p>			
<b>C</b>	<p><b>Key Stage 1</b> To improve the % of children on track to <b>achieve EXS in core subjects</b> at the end of KS1.</p>	<p>Many ‘amber’ children will need targeted intervention in order to improve their chances of achieving end of KS1 standards. At the moment children on track to meet EXS is at a historic low (Reading 47.5%, Writing 35% and Maths 42.5%).</p>			
<b>D</b>	<p><b>EYFS</b> To ensure that Reception pupils make at least expected progress in <b>reading</b> from their individual starting points.</p>	<p>We know that some children are not reading at home and want to ensure that a reading “gap” does not begin to grow. As we have been unable to have volunteer readers in school at the beginning of term, we have not yet been able to give reading the “push” it invariably needs.</p>			
<b>E</b>	<p><b>Teaching and Whole-School Strategies</b> To enable all teachers to <b>assess pupils’ wellbeing and learning needs</b>. To <b>provide effective teaching, learning and support</b> for all pupils.</p>	<p>Accurate assessment helps teachers determine how to most effectively support their pupils.</p> <p>Our early career teacher, who “missed” one of her NQT terms because of lockdown, will have additional opportunities to develop her practice.</p>			
<b>F</b>	<p>To ensure we provide effective <b>social and emotional support</b> for all children by identifying the support needed and assessing its impact. To provide <b>individualised social and emotional support</b> for those children who are finding relationships difficult following the return to school.</p>	<p>Children need to be ready to learn; we will be able to identify the pastoral / social and emotional support that children need and ensure that our interventions are effective.</p> <p>Some children are struggling with the expectations of school, particularly with regard to interactions with other children.</p>			

## Section 2: Detailed Planning, Review and Evaluation

Priority A	Upper Key Stage 2 To improve <b>reading</b> comprehension and fluency.				TOTAL COST	£4692
INTENT	IMPLEMENTATION			IMPACT		
Desired outcomes <i>(success criteria)</i>	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost <i>(see costings spreadsheet)</i>	Progress Review Date: 6 December 2020 1 April 2021	Final evaluation <i>(against success criteria)</i> Date: 28 May 2021
Reading comprehension ability and lexile knowledge improves.  Speed and fluency increases.	Teacher led individual / group reading, including direct teaching of retrieval, inference and prediction. Employ additional teaching support for group intervention for 1 x pm (Y6) November to May. Employ additional teaching support for group intervention for 2 x pm (Y5) in November and December. Employ additional TA to hear Y6 readers (wef 3 December).	EEF Toolkit: Reading Comprehension Strategies, One to One Tuition, Small Group Tuition  Data from recent assessments and lexile scores on Read Theory on top of general observations of low vocabulary knowledge, lack of confidence in answering questions and low fluency in reading.	Records kept by intervention teachers. Discussions with teachers providing intervention. Teacher informal monitoring of volunteers and training provided if needed. Review of data. Pupil progress meetings.	£2793	See UKS2 documents  Reading comprehension scores. Ongoing assessments from intervention teachers.	Thirteen Year 6 children received small group teacher-led intervention. None were working at age-expected levels in September 2020 and eleven achieved EXS in May with the other two very close to this. Five children, who were not expected to achieve EXS, received 1:1 reading intervention from a TA. 1 of these achieved EXS and all improved their reading scores. In Year 5, although the children had all been assessed as working at the age-expected standard before the first lockdown, assessments on their return showed that this was no longer the case. In addition to the catch up intervention, most of the children also received weekly small group reading intervention from 8 March to the end of May from AH (not funded through catch up). The intervention has resulted in all the children now working at this standard again and, for some, this has been a considerable journey,

						and they will need further intervention to continue to keep up next year. See individual intervention forms for further details.
To improve confidence and knowledge in Maths amongst some Year 5 and Year 6 children.	<p>AH (Maths Group teacher) to provide 1:1 tuition for key Year 5 children to identify and address “gaps” in Maths knowledge. (Nov / Dec).</p> <p>TA to support Y6 (MH Group) with intervention (wef December).</p> <p>Tutoring Programme (via Teaching Personnel) in Summer Term – 15 week programme of tutoring for 4 hours per week working with 12 pupils.</p> <p>Tutoring Programme (via Teaching Personnel) in Summer Term – 15 week programme of tutoring for 4 hours per week working with 12 pupils.</p>	In Maths, some Year 5 and Year 6 children are working below levels and knowledge typically seen and have some “gaps” in their learning. Some Y5 children need additional support in order to be more secure in the Year 5 curriculum.	<p>Very experienced 1:1 intervention teacher.</p> <p>TA link regularly with MH.</p> <p>Records kept from intervention.</p> <p>Review of data.</p> <p>Pupil progress meetings.</p> <p>Experienced UKS2 teacher delivering the tutoring programme.</p>	<p>£774</p> <p>£273</p> <p>£852</p>	<p>See UKS2 documents</p> <p>Maths test scores</p> <p>Ongoing assessments from intervention teachers and TA.</p>	<p>The two pupils receiving TA support both achieved EXS.</p> <p>Nine Year 5 pupils received a short series (across 4 weeks) of personalised intervention focusing particularly on their arithmetic skills which allowed them to work much more confidently in Maths lessons. All nine pupils increased their Maths scores considerably during this time and all passed a Year 6 SATs paper in May, all scoring &gt;30/40 in the arithmetic paper.</p> <p>National Tutoring Programme: all children have improved their arithmetic scores, some by as much as 19 points. There has been an increase in their confidence in their maths ability as well as in their range of arithmetic strategies and pace of calculation.</p>

<b>Priority B</b>	<b>Lower Key Stage 2</b> To ensure all “amber” children are well-supported to make the maximum progress possible. To raise standards in <b>reading</b> .				<b>TOTAL COST</b>	<b>£6692</b>
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>	
<b>Desired outcomes</b> <i>(success criteria)</i>	<b>Action (by whom)</b>	<b>Reason for choice</b> <i>e.g</i> <i>EEF Supporting great teaching</i> <i>EEF Targeted support</i> <i>EEF Wider strategies</i>	<b>Quality assurance of delivery</b>	<b>Cost (see costings spreadsheet)</b>	<b>Progress Review</b> Date: 6 December 2020 1 April 2021	<b>Final evaluation</b> <i>(against success criteria)</i> Date: 28 May 2021
% of pupils on track for reading has improved. % of “free readers” will have increased.	Employ additional teaching support for 2 x pm (Y3) for group reading for comprehension and vocabulary. Increase to 4 x pm (to include Y4) from March – May. Employ additional TA to support Y3 readers (Nov / Dec)	EEF Toolkit: Reading Comprehension Strategies, One to One Tuition, Small Group Tuition  Lack of adults has resulted in children being heard read less frequently and it is difficult to keep track of levels, check books are suitable and reward daily reading at home.	Records kept by intervention teachers. Discussions with teachers providing intervention. Teacher informal monitoring of volunteers and training provided if needed. Review of data. Pupil progress meetings. More children move through the bands more quickly and more children become free readers.	£5864	See LKS2 documents  Reading comprehension scores. Ongoing assessments from intervention teacher. Increased % of “free readers”. Pupils progressing through book bands.	Reward systems have been recognising achievements made both at home and at school. Children are reading more regularly with an adult and are able to answer questions in class more readily. EAL children have greatly benefitted from precise, focused vocabulary work to help their understanding of not only what the question is asking but of the text which they are reading. All children are now able to understand and answer VIPER style questions with confidence and increasing accuracy. They are more confident in class and have a better understanding of the vocabulary used. All children’s scores in reading tests have improved and some children have gone up a “level” in end of term assessments which represents very strong progress.
Learning “gaps” for Amber children have been addressed in Maths and / or Writing.	Employ additional TAs to support Amber children in Y3 and Y4. Amber children to be identified after each Maths and / or English lesson and support provided to enable them to revisit and understand the content ready to move on in the next lesson.	EEF Toolkit: One to One Tuition, Small Group Tuition Although gaps are being addressed through whole class feedback and during teaching inputs, our amber children need next day support to ensure that gaps are plugged.	Ongoing review by class teachers. Records kept of interventions completed and evidenced in books. Monitoring and review from DHT. Pupil progress meetings.	£828	See LKS2 documents  Repetition of initial assessments. Ongoing assessments from class teachers. Feedback / records from TAs.	Noticeable improvement in presentation, spelling and where applicable, an increase in scores in arithmetic tests. Most children have made progress in lessons but all have greatly benefited from the immediate intervention which has meant that they haven’t fallen further behind. Gaps identified have been plugged and have ensured that children maintain the expected progress they should have achieved prior to the pandemic. These children have needed to make more than expected progress to maintain their 1 – 9 scores as they were at risk of being assessed at a lower number. These children have improved in confidence and further developed those key skills they had previously struggled with.

Priority C	Key Stage 1 To improve % of children predicted to <b>achieve EXS in core subjects</b> at the end of KS1.				TOTAL COST	£5050
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes <i>(success criteria)</i>	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost <b>(see costings spreadsheet)</b>	Progress Review Date: 6 December 2020 1 April 2021	Final evaluation <i>(against success criteria)</i> Date: 28 May 2021
To improve % of children on track to <b>achieve EXS in core subjects</b> at the end of KS1.	<p>Employ an additional afternoon TA in each of the Y2 classrooms x3 per week (Mon, Weds, Thurs) to allow additional 1:1 / small group teaching / intervention with high priority 'amber' children. This would be a mixture of TA / teacher-led depending on staffing.</p> <p>Supply cover to allow 2 x pm teacher-led intervention (BC / JD).</p> <p>Additional TA x 1 pm to support readers.</p> <p>Tutoring Programme (via Teaching Personnel) in Summer Term – 15 week programme of tutoring for 4 hours per week working with 12 pupils (9 for Writing and 3 for Maths)</p>	<p>EEF Toolkit: One to One Tuition, Small Group Tuition</p> <p>Currently, the children on track to meet EXS is at a historic low (Reading 47.5%, Writing 35% and Maths 42.5%).</p> <p>Some Y1 and Y2 children need additional support in order to be more secure in the Year 1 and Y2 curriculum.</p>	<p>KS1 Lead and English Lead to deliver some interventions and oversee others delivered by TAs. Records kept for interventions. Experienced teacher delivering NTP.</p> <p>Teacher delivering programme selected by Teaching Personnel and undertaken appropriate training.</p>	<p>£918</p> <p>£2860</p> <p>£420</p> <p>£852</p>	<p>Increased % of pupils on track to achieve EXS in R, W and M. Ongoing assessments of teachers (class and intervention). Feedback / records from TAs.</p>	<p>100% of the children targeted for <b>reading</b> intervention made accelerated progress from their starting points, increasing between 4 and 7 book bands. 90% attained the expected standard in the KS1 test and are working at the expected level. This is an enormous improvement from the beginning of the year.</p> <p>Of the children included in the catch-up interventions for <b>writing</b>, 10 of 12 have been assessed at EXS at the end of the year.</p> <p>79% of the children involved in the maths interventions (11/14) met age-related expectations by the end of KS1. It has been particularly beneficial for Pupil Premium children who needing some additional support to reach the expected standard.</p> <p>National Tutoring Programme: all children have improved in the different aspects of both and are closer to expected standards. There has been an increase in their confidence as a result of the intervention which will have a positive impact on their learning next year.</p>

Priority D	EYFS To ensure that Reception pupils make at least expected progress in <b>reading</b> from their individual starting points.				TOTAL COST	£2340
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes <i>(success criteria)</i>	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost <b>(see costings spreadsheet)</b>	Progress Review Date: 6 December 2020 1 April 2021	Final evaluation <i>(against success criteria)</i> Date: 28 May 2021
<p>&gt;80% of pupils are reading Pink books by the end of the Autumn term.</p> <p>All children will be blending (at varying levels).</p>	<p>Additional TA 5 mornings each week to ensure all children read to an adult daily and to enable an increased focus on Phonics.</p>	<p>EEF Wider Strategies EEF Targeted Support</p> <p>We know that some children are not reading at home and want to ensure that a reading “gap” does not begin to grow between those children who are supported well at home and those who are not.</p>	<p>KH to monitor impact through Phase Leader monitoring. Review of data. Pupil progress meetings.</p>	<p>£2340</p>	<p>Pupils progressing through book bands. Feedback / records from TAs.</p>	<p>Two children in the intervention group have shown significant improvement. Three others have made expected progress, which required significant intervention in order to do so and so this represents excellent progress for these children. Two others have made less progress, as prime areas have impacted on their learning. Even if the children will not reach their ELG in Reading, they are now much closer to this and therefore much better equipped for the transition to Year 1. Children continue to receive additional support where needed. 100% of pupils reading at least Pink books (&gt;60% on Red books) and all pupils able to blend (at varying levels).</p>

Priority E	Teaching and Whole-School Strategies To enable all teachers to <b>assess pupils' wellbeing and learning needs.</b> To <b>provide effective teaching, learning and support</b> for all pupils.				TOTAL COST	£3800
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes <i>(success criteria)</i>	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost <b>(see costings spreadsheet)</b>	Progress Review Date: 6 December 2020 1 April 2021	Final evaluation <i>(against success criteria)</i> Date: 28 May 2021
Accurate assessments enable teachers to determine how to most effectively support their pupils.	All teachers to undertake initial assessments for all pupils in English and Maths as well as health and wellbeing. All teaching staff are timetabled for a morning for assessment (CW). See table in SDP	EEF Covid-19 Support Guide for Schools: Teaching and Whole School Strategies	CW to collate initial assessment results. See table in SDP.	£2240	Assessment in place and informing interventions. For impact of interventions, see separate documents for each priority.	Please see all other sections: initial assessments enabled all other interventions to be set up.
Early career teacher continues to develop her practice.	Additional CPD mornings timetabled (CW). Appropriate courses attended (CW / VG).	EEF Covid-19 Support Guide for Schools: Teaching and Whole School Strategies RQT "missed" the third term of her NQT year due to lockdown so we are provided these opportunities in the Autumn term.	CW to meet with teacher.	£1560	Discussion, observation etc with RQT. See separate document E.	Very positive impact. Confidence has built in all aspects of role and now appointed to permanent contract.

Priority F	To ensure we provide effective <b>social and emotional support</b> for all children by identifying the support needed and assessing its impact.				TOTAL COST	£2091
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes (success criteria)	Action (by whom)	Reason for choice <i>e.g</i> EEF Supporting great teaching EEF Targeted support EEF Wider strategies	Quality assurance of delivery	Cost (see costings spreadsheet)	Progress Review Date: 6 December 2020 1 April 2021	Final evaluation (against success criteria) Date: 28 May 2021
The Bounce Together analysis tool is used to identify areas for support and analyse the effectiveness of our provision.	AC to undertake training. AC to introduce Bounce Together materials. Surveys / assessments to be used across the school with classes / groups / individuals to better understand children's needs and identify areas for support. Assessments to be used to measure impact of interventions / strategies.	EEF Toolkit: Social and Emotional Learning We have a successful system that enables us to highlight the most vulnerable children and give them support. This tool will enable us to monitor and assess the impact of this. It is now statutory to teach all children about mental health and wellbeing and can now track the development of all children and also better understand their needs.	Pastoral Lead to oversee arrangements. Data / assessment results.	£900	Children need to be ready to learn; we will identify the pastoral / social and emotional support that children need and be able to ensure that our interventions are effective.	Due to the absence from school in the Spring term, there has been insufficient time for the interventions and we need time to provide more intervention before we can see any real results. However, because Bounce Together has identified specific areas on which to work with the children, we can tell, anecdotally, that the targeted interventions and support are having an impact.
Children are supported in creating positive relationships with their peers.	Employ 1:1 TA on Friday afternoon to provide social and emotional support, particularly in terms of creating positive attitudes towards, and relationships with, other children. Also support for two children for 4 x lunchtimes each week.	A few children are struggling with the expectations of school, particularly with regard to interactions with other children. Isolation caused by lockdown has contributed to this.	Ongoing reviews by class teacher / TA. Overview from Pastoral Lead.	£1191	Ongoing observations. Review with class teacher / Pastoral Lead	The children look forward to their weekly session. Because they feel safe, they open up and talk about their feelings and, following the sessions, feel positive and you can see that their self-esteem is boosted. The weekly friendship groups are also having a very positive impact on the children with relationships strengthened following the isolation some children felt during lockdown. There are fewer friendship issues and happier children. Having additional support at lunchtime has made a real difference to the experience of key children (and those around them) with much more positive play, improved relationships and fewer incidents.