



# Catch up Funding

Summary Information							
Total number of pupils eligible					Total catch up premium		£25,014
Planned expenditure							
The three headings have been taken from the EEF Covid Support Guidance for Schools. These strategies have been chosen carefully to ensure they have maximum impact while not adding to teacher workload. The Catch Up Premium will be used to support the funding of the following strategies:							
Whole school strategies							
Desired Outcome	Action	Rational	Target pupils	Impact on teacher workload	Lead	Allocated spend	Success criteria
Ensure all staff have the necessary skills to protect, relate, regulate and reflect for pupils experiencing SEMH difficulties as a result of the pandemic.	Trauma Informed Schools training for all teaching and support staff	The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-	Any children experiencing trauma due to the pandemic.	No impact on teacher workload. No additional paperwork required.	LM	£1800	Children identified with ACEs will receive less Unacceptable Behaviour Cards.

		available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.					
Targeted support							
Close gaps in Reading, Writing and Maths caused by the pandemic for disadvantaged pupils.	Academic Mentor support 1:1 and in small groups for disadvantaged pupils.	EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	KS1 – daily fast track tutoring (RWI) KS2 – Number stacks intervention	No additional workload as Academic mentors will use teacher planning already in place and deliver to individuals and small groups	LM GW KW	£21,700 towards the cost of x2 academic mentors	Accelerated progress for pupils working below ARE.
Wider strategies							
Ensure all pupils attend school and return to normal educational routines as quickly as possible	Additional training for newly appointed Attendance Officer	The member of staff is new to the role and needs to learn attendance information and school specific processes and procedures.	All – specifically those with poor or declining attendance	None	GW/KW NB	£1500	Reduce the number of persistent absentees in comparison to previous years. Attendance to be above 96% Number of pupils receiving a late letter reduces in comparison to previous years.