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Catch-up funding – planned expenditure

Amount of funding: £16 000. Our total cost= £12,140

(PP children targeted across all strategies)

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. At Swillington Primary 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. The table below outlines our intentional spend with a rationale accompanying each decision.

EEF Recommended Strategy	EEF Rationale	Specific Implementation at Swillington Primary School	Cost	Expected Impact
Targeted support: One to one tuition delivered by the class teacher.	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’	Delivered by their class teacher who know their gaps etc. The teachers of Year 4 and 5 would target borderline pupils in maths. This would be a specific intervention e.g. rapid reasoning, fluent in 5. After school tuition.	£1,350	Pre-assessment will ensure tuition is targeted to address individual gaps in learning and allow pupils identified as not on track to achieve FFT targets in Maths to make rapid and sustained progress.
Targeted support: Intervention programmes	‘In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in	Lexia (EEF Promising Projects)- Currently taking part in a 60 day trial. Additional TA support to deliver targeted intervention for Maths and	Lexia- Approx. £6,000 for 3 years.	Pre-assessment will ensure tuition is targeted to address individual gaps in learning and allow pupils identified as not on track to achieve FFT targets in



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	small groups, are likely to be necessary’.	English and pre and post teach sessions and additional SEMH support. TA support for Speech and Language intervention in FS.		reading, writing and maths to make rapid and sustained progress. Pupils will be supported to feel secure and confident to access education within the school setting. Assessments on entry to EYFS suggest deficits in CL. Intervention will diminish this gap and allow pupils to achieve GLD.
Wider strategies: Access to technology	‘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.’	Purchase of 15 Samsung Galaxy Tablets to allow access to Lexia and times tables rock stars. In the event of partial/whole school closure, these could be used to support access to remote education. To allow staff to prepare pupils to work independently, access to technology will allow children to become familiar with on-line platforms to be used in the event of moving to remote learning.	£4,790	Accelerated progress in reading. Ensuring further gaps do not develop in the event of partial/whole school closure. Times tables rock stars to also be accessed more often by pupils- impact on their key skills in maths.