

How we have used Catch-Up Funding So Far...

Many parents are concerned at the amount of formal in-school learning their child missed when schools were closed in the first and second lockdowns. On both returns to school we carried out assessments of reading, spelling and mental maths facts and we are aware of the gaps. This data has been shared with Governors and Staff and we have detailed plans to help children catch up their learning. If we had particular concerns about your child, we would have shared this with you at our Zoom Parents Evenings in October and Spring 2020/21 and would have let you know how we are helping them. By our December 2020 assessments (we use standardised national tests in Maths and Reading across the school termly), our data showed that many children had already made up the gap from learning which happened in the first lockdown. This was then of course, set back by the second lockdown. However our July 2021 shows that small scale interventions, catch-ups 1-1 and 'Quality First Teaching' have enabled many children to make up gaps. For children who receive additional funding through Pupil Premium we have engaged support from National Tutoring Programme for 21-22 academic year and we have also used School Direct Tutoring using remote tutors for other pupils who need catch up.

To support children to catch up – and of course this will now include learning gap from January 2021 lockdown, the Government have given us some additional funding of £7,840. Governors have discussed how to use this money for maximum impact to enable catch up of children, particularly those who are from a disadvantaged background. We bought 12 new laptops and 9 iPads in September 2020 to enable teaching assistants and teachers to deliver interventions using a personalised approach – either by setting online work for individual children (such as using Oak Academy lessons to go over a curriculum objective that a child has struggled with or missed in the summer) or by setting work directly on Seesaw. We are also using some smaller tech-based tutoring approaches. Governors will monitor the impact of this spending as they receive a termly Data Summary and will be able to see whether gaps are closing in attainment. The Standards Committee in particular, monitor and assess the progress of disadvantaged children at termly meetings.