

# Catch Up Funding Spending Plan for St James CE Primary School 2020-2021



1. Summary Information										
<b>School</b>	St James CE Primary School, Regent Street, Haslingden, BB4 5HQ									
<b>Academic Year</b>	2020-21	<b>Total Catch Up Funding budget</b>					£3380 Autumn Term £5300 Spring Term £6200 Summer Term Total: £14,880		<b>Date for next internal review of this strategy</b>	Termly
<b>Total number of pupils (November 2020)</b>					188 (funding based on 186 children)					
<b>Breakdown of pupil groups (November 2020)</b>	WHITE BRITISH	BANGLADESHI	PAKISTANI	OTHER	PPG	NON PPG	SEN	BOYS	GIRLS	
	49	73	42	24	48	140	22	102	86	

2. Barriers to future attainment		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Engagement with Reading	
<b>B.</b>	Catch up support – closing the gap	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Home Learning Engagement	
<b>D.</b>	Attendance Monitoring and Covid support for attendance purposes	
3. Desired outcomes		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Children access books online so they have a wealth of reading materials which are accessible and do not need to be quarantined. Reading profile is raised and children engage with reading regularly both in school and at home Children’s progress in reading is accelerated so that they catch up to age related expectations by year end.	Children have a wide and varied reading diet. Children read daily at home with several avenues of support in school each day (shared reading, Reading eggs, etc). Targets set in Autumn for each child are met for Reading with a catch up to ARE for all those identified from previous milestones.

<b>B.</b>	Support staff in each classroom working with the class teacher to work with key children to make rapid progress and close gaps in learning Teachers released from class by specialist support to work with key children and close gaps	Programmes are completed in school Gaps are closed, learning facilitated to ensure a firm foundation of key skills Children are back on track by year end from previous milestones
<b>C.</b>	Children complete home learning tasks while in isolation through comprehensive provision and accessible resources Home learning engagement is high with good outcomes and regular assessment by class teacher	Gaps are closed further for Reading, Writing and Maths Engagement of all children in home learning daily is very high Children access tasks and make progress due to accessible resources (books and ICT equipment)
<b>D.</b>	Phone calls daily to keep in touch with children isolating awaiting test results of self or family members Daily monitoring of attendance indicates good attendance outcomes Children access learning daily and are in a safe and secure learning environment in order to catch up each day Collection of children from home (walking bus) if required due to isolation issues	Attendance remains high despite isolation of bubbles (Governors target 96%) Children access lessons daily and make good progress Parents contact school regarding absences and discuss expectations with school forming good relationships and support of parents as a result

<b>4. Planned expenditure</b>					
<b>Academic year</b>		<b>2020-21</b>			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i.</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? Costing</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A Engagement with Reading and Language	Purchase of Reading Eggs	Interactive and engaging reading programme to raise the profile of reading, allow for digital books for covid safety and home learning approach as well as in class time for this purpose.	Promote to teaching staff to ensure maximum usage and benefit (fully facilitated by subject leader) with ease of use and established quickly upon purchase. Diagnostic activities completed with regular monitoring by class teacher for impact. Reading eggs subscription £1000	NP (Literacy lead)	Spring/Summer 2020
	Purchase of additional ICT support equipment	To maximise the devices available for use of subscriptions such as reading eggs	Promote to teaching staff to ensure maximum usage and benefit Approx. £270 per device x 14 = £3780 with charging ports = £4000	KS (IT Lead)	Spring 2020
	EAL Support – tutoring for catch up	LA tutoring programme for EAL/INA children	Tutors complete programme with 6 children across school	KJ (EAL Lead)	End of Spring term 2020

<b>Actual Spend 20-21 – Identify Term for Funds</b>	Ipads and charging stations £4000 Reading Egg subscription £1000 Tutoring EAL/INA £300				
<b>Total budgeted cost</b>					<b>£5300</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? Costing</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B Catch up support in lessons and interventions – closing the gap	Additional support staff hours for in school support or additional external cover for class teacher release	Programmes of tailored interventions to facilitate rapid catch up has had proven impact on children's progress historically. Additional support in class to focus on closing the gap.	Gaps and strategies to be identified and allocated as required from data analysis and identification of key children from previous milestones. Best fit for intervention will be identified according to the subject requiring catch up and the needs of the individual – ie support staff time or teacher time.	FB/NP	March/April 2020
<b>Anticipated Spend 20-21 – Identify Term for Funds</b>	Additional staffing costs £7480 for Spring and Summer				
<b>Total budgeted cost</b>					<b>£7480</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well? Costing</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C Home Learning Engagement	Purchase of CGP books for home learning (Reading and Maths)	Proven quality in educational workbooks to support home learning, from experience using them for SATs booster and revision. Also, designed with age related expectations in mind to maintain expectations in this regard.	Class teachers select books required, integrate into planning – using them for class tasks, homework and home learning where required. Approx £300 per class R – Y6 £2100	FB/NP	Spring 2020
D Attendance Monitoring and Support	Daily phone calls, regular updates of testing at home, support with testing and test kits.	Testing systems require support with parents, tests delivered where appropriate, collection of children of single parents isolating with siblings, etc.	Staffing in office, liaison with SLT (already costed in school budget)	FB/NP/LB/LP	Termly
<b>Anticipated Spend 20-21 – Identify Term for Funds</b>	Spring term purchase of books and integrate into homework/home learning CGP Home learning books £2100 Staffing costs already allocated but additional time spent on this from these allocations for this purpose (attendance)				
<b>Total budgeted cost</b>					<b>£2100</b>