



# HARRIS PRIMARY SCHOOL

Character - Leadership - Learning - Inclusion – Ambition

## CATCH-UP FUNDING EXPENDITURE – SEPTEMBER 2020 ONWARDS

### What is Catch-up Funding?

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. The funding received by school equates to £80 per pupil.

Schools will get funding in 3 tranches.

AUTUMN 2020	EARLY 2021	SUMMER 2021 TERM

Schools are to use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis.

### How much Catch-up Funding did Harris Primary Receive?

<b>PUPILS IN SCHOOL</b>	210 AT TIME OF CENSUS
<b>FINANCIAL YEAR 2020/2021</b>	£9850
<b>FINANCIAL YEAR 2021/2022</b>	£7030
<b>TOTAL</b>	£16,880

### What should Catch-up Funding be used for?

Schools should use this funding for specific activities to support their pupils’ education recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

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Category/ Barrier	Expenditure	Purpose	Cost
Speech and Language Difficulties	<p>Lancashire 'Talk Boost' training for a new staff position of a communication and language intervention specialist.</p> <p>TA3 time commitment</p>	<p><b>Intent</b> To improve communication and language skills across school generally but with main focus on Reception and KS1 and those in KS2 with significant need. This is especially relevant for those who have had extended periods away from school in their early years.</p> <p><b>Implementation</b> EYFS and KS1 interventions to be delivered each morning to groups and 1:1 who have been identified as below expectation in Communication, Speech and Language. Those identified as working below expectations in KS2 will be offered interventions. There will be monthly reviews of need.</p> <p><b>Impact</b> Children who were below expectations for Communication, Speech and Language are now in line with expectations for their year groups and are not at a disadvantage to those children who had not experienced Lockdown in previous years.</p>	<p>EYFS and KS1 Talk Boost Training £510 + £620 = £1130</p> <p>Intervention TA3 delivery time 20.75hrs week. £1056/ month for 9 months = £9504</p>
Anxiety, Low self Esteem, Resilience	Family Learning Mentor Time	<p><b>Intent</b> To provide support and guidance to help our children and families who are experiencing emotional or well-being issues during periods of Lockdown.</p> <p>To provide additional contact and support to families who have children who are identified as vulnerable to ensure the impact of school closures are minimal.</p> <p>To provide social, emotional and behavioural support to those children who are experiencing difficulties on their integration back in to school.</p>	<p>Family Learning Mentor TA3 delivery time 11hrs week. £560/ month for 9 months = £5040</p>



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		<p><b>Implementation</b></p> <p>During periods of Lockdown, daily phone calls and/ or Zoom calls were made. Families were signposted to specialist services where required. In school, one to one and group interventions were put in place where needed.</p> <p><b>Impact</b></p> <p>To seek to develop an understanding and display of resilience across the whole school community. To ensure those who have experienced wellbeing or welfare issues during lockdown are able to learn in line with their peers.</p>		
Additional factors adding to vulnerability	Specialist teacher time	<p><b>Intent</b></p> <p>To provide children with a Special Educational Need with the opportunity to minimise the effect that Lockdown and School Closures have had on their learning and Emotional well-being.</p> <p><b>Implementation</b></p> <p>Specialist teacher to work on EHCP targets or SSP targets through weekly 1:1 and small groups interventions. The impact and needs to be review monthly.</p> <p><b>Impact</b></p> <p>Children with a learning need are making progress on their targets and their emotional needs in order to allow them to learn to the best of their ability.</p>	<p><b>Specialist Teacher Time</b></p> <p>12 days at £250 a day = £3000</p>	
			<b>Total</b>	£18,674
			<b>Catch up funding</b>	£16,880
			<b>Cost to school</b>	£1794



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Review of Progress: 2020 – 2021			
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<b>Speech and Language Difficulties</b>	Spending of £10,634 to train and staff an in house Communication and Language Intervention Specialist. This is also topped up by the Pupil Premium funding.	Assessments using Talk Boost and Neli intervention systems are being used to identify children with C+L needs. Children are tracked carefully to ensure progress is being made. Where progress is not made SALT referrals are made in partnership with the SENCO.	This has improved pupil behaviour, learning and understanding. They are able to access the curriculum more freely and independently. Continue to fund through Government funding and school budget.
<b>Anxiety, Low self Esteem, Resilience</b>	Spending of £5040 towards Family learning mentor time.	SMSC interventions were able to be delivered – Positive People, Social Stories, Lego Therapy. This increased attendance and mental well-being of those children who had poor mental health on return to school from extended periods of lockdown.	Attendance and engagement improved. Family Learning Mentor retired at the end of this work. Her role is now encompassed within the SENCO role.
<b>Additional factors adding to vulnerability</b>	Spending of £3000 on Specialist Teacher Time	Specialist work carried out with most vulnerable pupils. Evidence gathered to contribute towards 3 EHCP applications. Children gaining skills to better access the curriculum.	Evidence gathered has contributed towards EHCP applications. Positive impact on vulnerable children but also with the support provided to families. This funding is limited. Specialist Teacher time may be reduced unless the new school budget can accommodate this.

<b>PUBLISH DATE</b>	June 2021
<b>REVIEWED DATE</b>	September 2021
<b>NEXT REVIEW DATE</b>	April 2022
<b>STATEMENT AUTHORISED BY</b>	Helen Brown



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