

## Catch up funding statement



### What is catch up funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

### Why is it important?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

| Summary Information |                             |              |       |             |           |
|---------------------|-----------------------------|--------------|-------|-------------|-----------|
| School              | Kings Caple Primary Academy |              |       |             |           |
| Academic Year       | 2020/21                     | Total Budget | £3380 | Review Date | July 2020 |
| Number of Pupils    | 41                          |              |       |             |           |

| Planned expenditure        |   |  |                     |      |
|----------------------------|---|--|---------------------|------|
| Academic year              |   | 2020/21  |                     |      |
| i.                         |   |  |                     |      |
| Desired outcome            | Chosen action / approach<br>What is the evidence and rationale for this choice? | How will you ensure it is implemented well?  | Person/s overseeing | Cost |
| Purchase of one Chromebook | To support an SEN child to make work more accessible.                           | <ul style="list-style-type: none"> <li>Progress from baseline tests in September</li> <li>Monitoring of literacy, maths and topic books</li> <li>Pupils anxiety about handwriting will reduce</li> </ul> | CW<br>JG            | £306 |

| ii.                                     |   |   |                     |       |
|---|---|---|---------------------|-------|
| Desired outcome                         | Chosen action/approach<br>What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Person/s overseeing | Cost  |
| Employment of a TA for 5 hours per week | To work with identified children on interventions and small group work in order to close gaps which have widened due to lockdown.<br>Extra TA hours will also allow more focus on supporting children with mental health issue which have arisen due to lockdown. | <ul style="list-style-type: none"> <li>• Progress from baseline tests in September.</li> <li>• Monitoring of literacy, maths and topic books</li> <li>• Pupils will demonstrate increased confidence in class</li> <li>• Pupils anxiety and worries reduced will allow for a better chance of learning and progress.</li> </ul> | JG                  | £1953 |

| Review of expenditure from 2020/21 |                        |  |  |
|------------------------------------|------------------------|--|--|
| i.                                 |                        |  |  |
| Desired outcome                    | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) |
|                                    |                        |  |  |
| ii.                                |                        |  |  |
| Desired outcome                    | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) |
|                                    |                        |  |  |