



## King Athelstan Covid Catch-Up Funding Planned Expenditure 2021 - 2022

The Catch-Up Funding grant is allocated to schools from the Department for Education to help pupils catch up following the disruption of COVID-19.

**Total funding:** £33,440

**Autumn term 2021 expenditure:** £12,877.28

**Funding left for 2021/22:** £3594.97

**Rationale:** Teacher assessment identified that after lockdown there were gaps in children's phonics knowledge and reading comprehension skills. Impact of these programs will be monitored and the interventions will be evaluated at the end of autumn 1. We have also identified some gaps in children's arithmetic knowledge in KS2, therefore we have allocated an additional NTP tutor for specific maths catch up.

### Action Plan for expenditure:

	Intervention	Frequency	Tutor	Cost	Expected Impact
KS1	1:1 phonics intervention - recapping set 1, 2 and 3 sounds taught.	15 min sessions 3 x per week	National Tutoring programme (NTP) Qualified Teacher	£4630.50	With daily intervention and a 'little and often' approach the gaps in children's phonics knowledge will be reduced. Children will be able to apply their phonics knowledge to reading and writing - teachers will see impact of this in lessons and in their reading assessments. Year 1 phonic screening mock tests will show impact from autumn term results and bring results in line with national data in previous years.
Lower KS2	1:1 phonics intervention - recapping set 3 sounds and beyond/ 1:1 reading fluency and comprehension intervention.	15 min sessions 3 x per week	NTP Qualified Teacher	£4365.98	Children identified who are still on the school reading scheme will improve fluency and move up in their colour band. Children will improve on their reading fluency baseline (tested in autumn 1) and make marked progress in their reading comprehension - monitored by teachers in whole class reading lessons.
Upper KS2	1:1 maths (arithmetic) intervention	20 min sessions 3 x per week	NTP Qualified Teacher	£3880.80	With a 'little and often' approach the gaps in children's arithmetic knowledge will be reduced by ensuring they have written strategies and methods for the four operations. This will in turn improve their ability to tackle reasoning problems using their basic skills knowledge.