






## COVID CATCH-UP FUNDING STATEMENT September '20 – August '22 AND IMPACT

(This includes the School-led Tutoring funding and a proportion of the Recovery Premium (accounted for in the PP Statement for each school). Please also refer to the School led Tutoring tracker and the end of year statement published in July 2022)

Summary information				
Schools	Tall Oaks Academy Trust			
	 Castle Wood	 Mercer's Wood	 White's Wood	
Academic Year	2020-21	<b>Catch-Up Premium</b> <b>£37,200</b>	£80 per eligible pupil	MWA - £11,520 CWA - £12,120 WWA - £13,560 <b>Total Funding: £37,200</b>
	2021-22	<b>School Led Tutoring</b> <b>£38,677.50</b>	75% contribution to 15 hours of tutoring @ £18 an hour for all children in receipt of PP funding	CWA – 41 children for 615 hours - £8, 302.50 MWA – 70 children for 1050 hours - £14,175.00 WWA – 80 pupils for 1200 hours - £16, 200.00 <b>Total Funding: £38,677.50 (75%)</b> <b>Trust Contribution: £12,892.50 (25%)</b> <b>Total £51,570.00</b>
	2021-22	<b>Recovery Premium</b> <b>(accounted for in the PP Statement)</b>	Additional funding for PP children of £145 pp	CWA - £12,035.00 MWA - £18,125.00 WWA - £19,285.00

## Guidance

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Use of Funds	EEF Recommendations						
<p>This money is specifically to catch up on lost teaching in the form of small group/1 to 1 tuition, adding extra teaching capacity and targeted academic support.</p> <p>- Using qualified teachers over TAs/volunteers has the biggest impact.</p> <p><b>‘Great teaching is the most important lever schools have to improve outcomes for their pupils’</b></p> <p>Through:</p> <p>Explicit instruction Scaffolding Flexible grouping Deep subject knowledge Flexible understanding High quality assessment Professional Development</p>	<table border="1"> <tr> <td data-bbox="779 145 1079 312">Teaching and Whole School Strategies</td><td data-bbox="1079 145 1865 312"> <ul style="list-style-type: none"> <li>- training for teachers e.g. on the use of technology or for ‘new to the profession’ staff</li> <li>- pupil assessment and feedback mechanisms</li> <li>- transition support</li> </ul> </td></tr> <tr> <td data-bbox="779 312 1079 663">Targeted support</td><td data-bbox="1079 312 1865 663"> <ul style="list-style-type: none"> <li>- 1 to 1 tuition – literacy, numeracy, behaviour for learning, nurture - tuition delivered by qualified teachers is likely to have the highest impact</li> <li>- small group tuition</li> <li>- interventions - sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).</li> <li>- extending the length of the school day</li> <li>- academic and pastoral support</li> </ul> </td></tr> <tr> <td data-bbox="779 663 1079 956">Wider Strategies</td><td data-bbox="1079 663 1865 956"> <ul style="list-style-type: none"> <li>- supporting parents and carers</li> <li>- books and educational resources</li> <li>- access to technology – buying more equipment</li> <li>- on-line tuition and support</li> <li>- attendance – breakfast clubs</li> <li>- behaviour and nurture provision</li> <li>- social and emotional support</li> </ul> </td></tr> </table>	Teaching and Whole School Strategies	<ul style="list-style-type: none"> <li>- training for teachers e.g. on the use of technology or for ‘new to the profession’ staff</li> <li>- pupil assessment and feedback mechanisms</li> <li>- transition support</li> </ul>	Targeted support	<ul style="list-style-type: none"> <li>- 1 to 1 tuition – literacy, numeracy, behaviour for learning, nurture - tuition delivered by qualified teachers is likely to have the highest impact</li> <li>- small group tuition</li> <li>- interventions - sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).</li> <li>- extending the length of the school day</li> <li>- academic and pastoral support</li> </ul>	Wider Strategies	<ul style="list-style-type: none"> <li>- supporting parents and carers</li> <li>- books and educational resources</li> <li>- access to technology – buying more equipment</li> <li>- on-line tuition and support</li> <li>- attendance – breakfast clubs</li> <li>- behaviour and nurture provision</li> <li>- social and emotional support</li> </ul>
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Identified impact of lockdown				
Maths	Whilst learning in Maths appears from formative assessments to have suffered the least, specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however, they are quite simply, 'behind'.			
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practise of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.			
Reading	Learning in Reading has suffered for various reasons: <ul style="list-style-type: none"><li>- the children do not have language rich/text rich environments at home.</li><li>- Low levels of literacy in our communities mean that children are frequently not read to or supported in their reading at home</li><li>- Speech and language skills have significantly declined during the national lockdown</li></ul>			
Speech and Language	Even prior to COVID 19 an increasing number of pupils were starting in Reception with limited speech, language and vocabulary skills. This included the inability to make simple mouth shapes, poor diction and limited expressive vocabulary which in turn affects their ability to understand receptive vocabulary. The impact of that is that, as children go up the school they lack the ability to access a basic level of phonics, which in turn impacts on the wider curriculum, in accessing reading and writing independently. During lockdown SAL services ceased, meaning that children that could access support couldn't, further delaying their SALT progress. Therefore, a widening gap has emerged. Informal assessments indicate that children were being entertained with screens during lockdown and that conversation/discussion and use of language was at the detriment to this. Some children entering Reception are still using dummies and this impacts on oral manipulation of the mouth to form phonemes and pronunciation of words. Language poor environments are a common feature of at least 2 schools in the Trust with 78% and 52% of pupils classed as disadvantaged.			
Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i.Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
All staff understand and know a range of strategies to improve Speech, Language and	- SALT TA to provide whole school	Due to the schools being in a continued lockdown from Jan 21 until late March 21 staff training was unable to happen. During	Amy Willis	April 2022

Vocabulary Development within the classroom setting.	(teachers and TA) training on strategies to use.	this period the first SALT TA appointed left post and a new SALT TA was recruited and appointed. She also then left post at the end of academic year 20/21. This will be put on to 21/22 action plan.	Alison Ridley	
			<b>Total budgeted cost</b>	Included within cost of SALT TA salary

ii. Targeted support and Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b>Speech and Language Teaching Assistant working across all Trust sites:</b></p> <ul style="list-style-type: none"> <li>- Regular SAL interventions taking place</li> <li>- NHS SAL plans delivered to specific children</li> <li>- Support parents in language development in the home – attending appointments, checking home progress with SAL plans</li> <li>- Liaising with teachers on progress and in-class strategies. (please see Teaching and whole school strategies above)</li> <li>- Provide good quality resources</li> <li>- Children prepared for the next level of learning/complement their phonics learning.</li> <li>- To refer children in a timely manner to outside agencies</li> <li>- To track children's speech and language development – interventions for those children joining the school</li> </ul>	<p>Trust SALT TA appointed to start November 2020 for a year.</p> <p>£19,711</p> <p>Speech and Language training for the SALT TA</p> <p>£2,618</p>	<p><b>July 21 Impact</b> Please refer to SALT TA Individual School Impact Summaries.</p> <p><b>MWA</b> – the SALT TA worked with 16 children in total from April to July 2021. Eleven of those children (69%) made good progress, including 5 children who were subsequently discharged. The remaining five children made some progress but are not ready to have their targets changed. Seven children in Reception in September 21 have been identified as needing support.</p> <p><b>WWA</b> – the SALT TA worked with 17 children in total from April to July 2021. Seven of those children (41%) made good progress. Six children made some progress (35%) and three children made limited progress due to a combination of poor attendance at school or incorrect targets. Five additional children have been identified for support in Year 3 for Sept 21, when they join the school.</p> <p><b>CWA</b> – 13 children in total were supported by the SALT TA from April 2021 to July 2021. Of those thirteen, eleven have made good progress (85%). Two children made</p>	Amy Willis and Sally Jones	April 2022

		<p>some progress. One child joining the school from Nursery in September will need SALT support.</p> <p><b>December 21 Impact</b> Please refer to SALT TA Individual School Impact Summaries.</p> <p><b>CWA</b> - 21 children received SALT support in the Autumn term 21. 6 made good progress – 28.5%, 9 made some progress towards targets – 43%, 5 children were new to the programme and awaiting initial assessments or targets. One child did not achieve their targets and next steps are being actioned.</p> <p><b>MWA</b> – 18 children in total are being supported through the SALT TA. 8 have made good progress – 44%. Two of these eight children have been discharged from SALT. 5 have made some progress – 28%. No children have made no progress. Five new children have been added for support.</p> <p><b>WWA</b> – 25 children in total are being supported through SALT TA. 5 children made good progress – 20%. 14 children made some progress – 56%. No children made no progress and there have been 5 new referrals this term.</p>		
<p><b>1-to-1 and small group tuition</b></p> <ul style="list-style-type: none"> <li>- Identified children will have significantly increased rates of phonic knowledge and reading fluency and comprehension.</li> <li>- identified children will increase their understanding of basic maths skills and application of number.</li> </ul>	<p>CWA – Laura Dagg pm session every day WWA – Laura Dagg am session every day MWA – Aniqua Choudary – 2 days a week</p>	<p><b>July 21 Impact</b></p> <p>At MWA data showed us that phonics and reading knowledge and ability had dropped significantly (75% on track to 27% and home learning engagement was also the lowest at 22% and so Maths was not part of the tutor's remit)</p> <p><b>MWA</b></p> <p>The catch up tutor has been supporting the acquisition of phonics knowledge to those children who are in the bottom 20% of the school. She has worked with 24 children from Years R, 1 and 2 for 2 hours a day for 5 days</p>	Heads	Feb 21

		<p>a week. Ten of the 24 children have 1 to 1 tutoring and 14 have small group interventions.</p> <p><b>Reception</b> – 1 child – 1 to 1 support. Has made 2 steps progress from ‘ditty’ to green which is accelerated progress and they are now at expected.</p> <p><b>Year 1</b> – Of 14 children only 2 children haven’t made progress so 86% have made progress. Some children have made 2 steps progress, which is accelerated. C in Year 1 had stalled, but since receiving support has made 2 jumps progress from green to pink books.</p> <p><b>Year 2</b> – Eight children are being supported. 62% have made progress. W in Year 2 could not blend at the beginning of the year and she is now reading pink books.</p> <p><b>CWA</b></p> <p><b>Year 2</b></p> <p>Reading- 5 children were supported. All children have made progress. The children are working towards the expected level and have moved closer to achieving the expected level than they were at the last data collection point. All children have gained more fluency and a stronger comprehension of what they are reading.</p> <p>Maths- 5 children were supported across shape, multiplication and telling the time. G can now tell the time to five minutes and the whole group have a better understanding of the 2s, 5s and 10s multiplication facts.</p> <p><b>Year 3-</b></p> <p>8 children have been working with the tutor. 100% of children have made progress with the objectives set. 3 children have been working on number bonds up to 20. They have become more fluent in recalling number facts.</p>	
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		<p>5 children have been working on developing their comprehension strategies and reading fluency. This has resulted in the gap closing between ‘working towards’ children and children who are ‘meeting the expected standards.’</p> <p><b>Year 4</b></p> <p>6 pupils have been supported. 67% have made progress. JjW, GG, JS and JH have improved in their comprehension and summary skills.</p> <p><b>WWA</b></p> <p>45 pupils in Y6 (2020-21 cohort) have been supported (as they were due to leave in July 2020). 98% of those pupils made progress with 69% judged to have shown more progress on an individual level than had been expected. The support was primarily in maths, with the Tutor teaching to gaps in knowledge that had been identified by testing &amp; teacher assessment. This included work on fractions, decimals &amp; percentages as well as geometry. This often followed on from Early Bird maths gaps.</p> <p>27 pupils in Y5 have been supported to date (more continuing). The maths support again took the form of teaching to identified gaps in learning as directed by the class teachers. She also worked on sentence structure in English. 25 (93%) made progress with 15 (56%) progressing at a quicker than expected individual rate.</p> <p><b>December 21 Impact</b></p> <p><b>CWA</b></p> <p><b>Year 2</b></p> <p><b>Reading-</b> 4 children were supported by LD to improve their comprehension and fluency skills. All 4 pupils have made progress, one particular pupil has shown significant improvement and is now moving towards expected after</p>	
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		<p>beginning at WTS. All pupils have gained more fluency and a stronger comprehension of what they are reading.</p> <p><b>Maths-</b> 3 pupils have been supported by LD across their problem solving and reasoning in order to be secure at EXP. AD is now demonstrating GDS and is likely to achieve GDS in Maths at the end of the year. All three pupils are now demonstrating problem solving and reasoning answers in their independent tasks and in the classroom.</p> <p>3 pupils from 2RH have been supported by LD during a maths problem solving and reasoning intervention. They are showing more confidence to answer and expand answers during maths lessons and are finding the time with LD very helpful. They have a better understanding of reasoning and they are starting to apply and show this within their work.</p> <p><b>Year 5</b></p> <p>Hold a sentence with 8 children. All children made progress. All children were either working towards or only just in expected. The impact has been that the expected children have consolidated their place in expected, with more WTS children on the verge of becoming expected.</p> <p>English – Review previous work. With 6 children who are just in expected or on the verge of becoming expected. This intervention has been done for children to review their learning from the previous lesson, to understand mistakes that have been made and to ensure these mistakes are eliminated in the future. This has not started yet due to LD having Covid.</p> <p><b>Reading</b> – comprehension. Since September, for 30 minutes every day, 6 WTS children have done reading comprehension. The impact of this is that 2 children are now at expected, with the expectation at least 2 more children will be expected by the end of year 5.</p>		
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		<p><b>Year 6</b></p> <p>7 children have been supported by LD for GDS writing. The aim of these sessions was to incorporate more advanced techniques for a specific effect on the reader. This has provided the children with the opportunity to do some short burst writing along with them upskilling work that they have done in the class. LD has been using the TAF statements to support this delivery.</p> <p><b>MWA</b></p> <p>The catch up tutor worked with 22 children in year 2 on phonics.</p> <p>The impact on phonics screen data is as follows:</p> <ul style="list-style-type: none"><li>• All children improved.</li><li>• 6/22 increased by 5-9 marks = 27%</li><li>• 9/22 increased by 10 - 19 marks = 41%</li><li>• 7/22 increased by more than 20 marks = 32%</li></ul> <p>Bearing in mind that there is a maximum score of 40 in the phonics screening check, all the children that only increased by 5-9 marks scored 37/40 or more. (A pass is 32 out of 40 marks)</p> <p>One child went from scoring 6/40 in June to scoring 36/40.</p> <p>In addition, the Year 2 cohort went from 16% of children scoring a pass mark in June in the phonics screening check, to 82% scoring a passing mark in December 21.</p> <p><b>WWA</b></p> <p><b>Reading Comprehension skills with 22 pupils.</b></p> <p>- Focused on skimming and scanning the text for answers</p> <p>All pupils have contributed to the discussion during group work and recorded their answers individually.</p> <p>All pupils have made good progress in Reading comprehension.</p> <p><b>Maths skills with 22 pupils.</b></p> <p>Worked on:</p>	
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		<ul style="list-style-type: none"><li>- Improper fractions, converting mixed numbers to improper fractions and vice versa.</li><li>- Adding and subtracting fractions with unlike denominators (including lots of word problems</li><li>- Multiplying and dividing numbers (including decimals)</li></ul> <p>All pupils (except 1) have made good progress in Maths. 1 has made slow progress where attendance is an issue with. (78% approx.)</p>		
Total budgeted cost			£51, 570.00 funding	