



Northfold C.P. School Catch Up Funding 2020-21



The government have allocated £80 per pupil for a mainstream primary which for Northfold amounts to £16,560.

This will be funded to the school in three tranches as detailed below.

1. Autumn 2020 - this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
2. Early 2021 - based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.

How will the above grant be spent?

At the end of the first lockdown when all children returned to school in September 2020, teacher assessments were made throughout school which highlighted where the children were and where we assumed they should have been had the lockdown not taken place.

Individual children were identified as needing specific help with catch up work in areas of maths and English. We have utilised our normal school budget to put interventions in place with trained teaching assistants daily either one to one or in very small groups (with Covid protocols in place). These were able to be carried out successfully for a term, however a further lockdown in January 2021 has prevented this work from continuing at this present time.

The assessments which took place in September 2020 identified that writing was an area of particular weakness throughout the whole school, with children having done little or no writing of quality or quantity during the lockdown. As such, the additional Catch up premium grant is being spent on employing a part time teacher in order to teach small identified groups additional writing skills. This had started to show some benefits prior to the January lockdown, however this has unfortunately been unable to be continued in our preferred way for maximum impact. We are hopeful that, when the children are able to return to school

fully that the programme will recommence and we shall start to see a progression in writing across the school.

How has this been/will be assessed?

Assessment has been carried out by the intervention teacher on a weekly ongoing basis and the teaching has been adapted according to the progress of those children involved and their further ongoing needs. This is fed back each week to the class teacher and the SENDCo. The assessments then formed part of the Senior Leadership Team's evaluations at the end of the Autumn term to identify next steps for those children and whether any further children could be identified. Unfortunately, the January 21 lockdown has stalled this intervention for now although we are hopeful that we can resume as soon as the whole school returns.

Schools were also offered the opportunity to apply for funding for an oral language intervention programme for reception aged children which the school decided to apply for as our current Reception intake missed their final term at nursery due to the first Covid lockdown and, during their first term at Northfold, we realised a large percentage of this cohort are exhibiting limited language and communication skills.

The Department for Education is working with the Education Endowment Foundation (EEF) and other partners to deliver the Nuffield Early Language Intervention (NELI).

NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants.

Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.

We have allocated one member of the teaching assistant staff to undertake the training initially and then to deliver the programme in school. This was due to start early in the Spring term, however the current lockdown is preventing this from taking place at this time. We hope to initiate the sessions as soon as all the children involved return to school full time.

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