

### Catch Up Expenditure – Planned Expenditure

Due to COVID-19, school have received app. £80 per pupil over the academic year, this equates to approximately. £10,880

<b>Desired Outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Area of School</b>	<b>Expenditure</b>
A greater proportion of children will be able to access Early Years curriculum.	Level 2 TA employed to work in EYS 1 day per week to help oral comprehension, social and emotional well-being and physical development	<b>Oracy:</b> Baseline shows children enter setting lower than their chronological age. E.g. at baseline, early years children were unable to ask a question about a familiar object (22 m)	Early Years  Oracy, social and emotional development; physical development and well-being.	£1,453
A greater proportion of children will be working at ARE in: Phonics Reading Number	Level 2 TA to work in KS1 1 day per week to work on 1:1 with targeted learners on phonics, reading, and early maths skills.	<b>Early Reading and Maths:</b> Baseline shows children have regressed in their phonics, reading, writing and number. Some Year 1 children are not ready to write.	KS1 Key focus areas for school are: Phonics Reading Writing Maths	£1,453
A greater proportion of children will be working at ARE in: Reading Writing Number	Teacher employed 2 x days per week to release class teacher for 0.5 day targeted intervention of children. Baseline assessments and monthly pupil progress meetings with AHT ensure precision teaching can be delivered.	<b>Core Learning in KS2:</b> Class teachers know their children from wave 1 learning.  For efficient targeted intervention to be delivered the class teacher will be released.	KS2  Key focus areas for school are: Phonics Reading Writing Maths	£7,964
Families are supported emotionally and financially.	Exploration of family support worker one day per week. Session linked to drive attendance, punctuality and supporting families	<b>Well-being:</b> to be in a stronger position to access learning and therefore higher levels of attendance and punctuality can be sustained.	Whole school initiative.	£418.25
Children have positive attitudes for learning.	Financial rewards for classes with the most dojos. End of term rewards.	<b>Attendance:</b> Children are extrinsically and in time intrinsically motivated to learn. This results in an increased level of attention and behaviour for learning.	Whole school initiative.	£200
			<b>Total Spend</b>	<b>£11,488.25</b>

**How the impact of the fund on educational attainment will be assessed?**

Pupils will be assessed periodically to check that they are making up lost ground.

Assessment will be by using teacher judgement using the Gateshead Assessment Profile / standardised tests / NFER tests/Pupil Progress Meetings/ IPPS Meetings and reviews and Wave Two Reviews.

