



Market Rasen Church of England Primary School

Catch Up Funding Plan 2021-2022

Year End Update (November 2022)

Market Rasen C of E Primary School has been allocated:

School Led Tutoring	£8302.50	(Used on Y1-6)
Recovery Premium	£11,600	(Target disadvantaged EYFS – Yr6)
Total	£19,902.50	

The school have consulted the <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability> and <https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant> when creating this action plan.

This catch up funding plan was approved by the Full Governing Body Committee of the North Wolds Federation Governing body on 10/1/22

Item	EEF Link /Evidence Base	Details of Spend	Rationale	Cost
1)Tuition for DPP children that have regressed from termly assessment outcomes to continue to close the gap.	<i>Targeted Approach.</i> One to One and Small Group Tuition. EB2	Term Three Intensive Tutoring support for phonics and mathematics	<ul style="list-style-type: none"> Children who have fallen behind have been identified using our INSIGHT HQ tracker. (Autumn 2 2019 to Autumn 2 2021) Bottom 20% of Readers Small group interventions to support catch up and address gaps in learning Days of tutoring at a cost of £209 per day 	£3135 (SLT)
2)Tuition for DPP children that have regressed from termly assessment outcomes to continue to close the gap.	<i>Targeted Approach.</i> One to One and Small Group Tuition. EB2	Term Five / Six Intensive Tutoring support for phonics and mathematics	<ul style="list-style-type: none"> Children who have fallen behind have been identified using our INSIGHT HQ tracker. (Autumn 2 2019 to Autumn 2 2021) Bottom 20% of Readers Small group interventions to support catch up and address gaps in learning Days of tutoring at a cost of £209 per day 	£5643 (SLT)
3)Teaching Assistants Evidence Based Interventions. Autumn Term 2021 / Spring Term 2022.	<i>Targeted Approach.</i> One to One and Small Group Tuition. EB1	Evidence based interventions to be used to target after school support in Reading / Phonics and Mathematics	<ul style="list-style-type: none"> 50% of DPP learners are just below or below expected in Reading from teacher assessment 41% of DPP learners are just below or below expected in Mathematics from teacher assessment 	£3,323.20 (SLT)
4)Easter Holiday Tuition for 45 Y6 children in R, W and M	<i>Targeted Approach.</i> One to One and Small Group Tuition. EB1/EB2	45 children will attend school for 24 hours tuition during the Easter holidays.	<ul style="list-style-type: none"> Additional Tuition for targeted DPP children based on formative assessment. Tuition to be done outside of school time to maximise in school learning. 	£2800 (SLT)
5)Little Wandle Phonics and Reading Scheme	<i>Teaching and Whole School Strategies.</i> Supporting Great Teaching. EB2	To purchase a scheme to rapidly improve phonics and early reading across the school	<ul style="list-style-type: none"> Gap between DPP and not DPP in Y1 phonics screen 17% of DPP were below expected Work with the English Hub to move to a validated phonics scheme Purchasing of new materials to enable children to have books to match their phonics 	£2000
6)IDL Mathematics	<i>Targeted Approach.</i> One to One and Small Group Tuition. EB1/EB2	Purchase of an annual licence for Mathematics intervention	<ul style="list-style-type: none"> 41% of DPP learners are just below or below expected in Mathematics from teacher assessment 	£478.80
7)Mathematics Mastery Resources	<i>Teaching and Whole School Strategies.</i> Supporting Great Teaching. EB2	Purchasing of Base Ten / Counters / Bead strings / Numicon / Cuisenaire Rods / Unifix cubes to support concrete learning	<ul style="list-style-type: none"> Children benefit from the use of concrete materials in Mathematics – linked to metacognition and mastery project Whole school development around mastery in Mathematics and materials will be used to support this 	£1500
8)Pastoral and attendance support for children affected by COVID pandemic		3 hours per week additional PSA support for children with social, emotional and behavioural difficulties and attendance issues.	<ul style="list-style-type: none"> PSA to support with PSPs, EBSAs PSA to support parents with attendance PSA to run attendance panels PSA to liaise with out of schools team/Boss. 	£2000
Total Spend				£19,902
Total To Spend				£19,902

Item	Impact Of 2021/22 Catch Up Funding to July 2022			Would we continue with this approach?																					
<p>1</p> <p>Tuition for DPP children that have regressed from termly assessment outcomes to continue to close the gap.</p>	<p>Term 3 Catch Up Tuition Target Areas: Phonics, Maths, Reading</p> <table border="1" data-bbox="430 375 1691 1225"> <thead> <tr> <th data-bbox="430 375 750 406">Group</th> <th data-bbox="754 375 1070 406">Children</th> <th data-bbox="1075 375 1691 406">Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 410 750 475">Y1 Phase Two Sounds Group</td> <td data-bbox="754 410 1070 475">2</td> <td data-bbox="1075 410 1691 475">1- 0 to 5 PSC 2- 0 to 0 PSC</td> </tr> <tr> <td data-bbox="430 477 750 542">Reading</td> <td data-bbox="754 477 1070 542">2</td> <td data-bbox="1075 477 1691 542">1- RS 71 to 80 (93 SS End of Y2) 2- RS 76-102 (101 SS end of Y2)</td> </tr> <tr> <td data-bbox="430 544 750 837">Phonics</td> <td data-bbox="754 544 1070 837">9 (Split into several blocks)</td> <td data-bbox="1075 544 1691 837">1- 3-35 PSC 2- 5-36 PSC 3- 9-22 PSC 4- 0-5 5- 0-0 6- 9-35 7- 7-20 8- 8-23 9- 14-19</td> </tr> <tr> <td data-bbox="430 839 750 1002">Maths</td> <td data-bbox="754 839 1070 1002">5</td> <td data-bbox="1075 839 1691 1002">1- RS 69 2- RS 69 3- RS 84 4- RS 95 5- RS 100</td> </tr> <tr> <td data-bbox="430 1003 750 1125">Reading</td> <td data-bbox="754 1003 1070 1125">3</td> <td data-bbox="1075 1003 1691 1125">1- SS 90 2- SS 101 3- SS 103</td> </tr> <tr> <td data-bbox="430 1126 750 1225">Y2 Phonics</td> <td data-bbox="754 1126 1070 1225">3</td> <td data-bbox="1075 1126 1691 1225">1- 21-35 PSC 2- 27-32 3- 26-36</td> </tr> </tbody> </table> <p data-bbox="430 1265 1709 1353">There were some staffing issues with this block of catch up and significant amounts of sessions missed due to a COVID spike in the area. The most successful blocks were Reading, Y2 Phonics and Y1 Phonics for those children who were not co-classified SEND.</p>			Group	Children	Progress	Y1 Phase Two Sounds Group	2	1- 0 to 5 PSC 2- 0 to 0 PSC	Reading	2	1- RS 71 to 80 (93 SS End of Y2) 2- RS 76-102 (101 SS end of Y2)	Phonics	9 (Split into several blocks)	1- 3-35 PSC 2- 5-36 PSC 3- 9-22 PSC 4- 0-5 5- 0-0 6- 9-35 7- 7-20 8- 8-23 9- 14-19	Maths	5	1- RS 69 2- RS 69 3- RS 84 4- RS 95 5- RS 100	Reading	3	1- SS 90 2- SS 101 3- SS 103	Y2 Phonics	3	1- 21-35 PSC 2- 27-32 3- 26-36	<p>We amended our approach for the T5 and T6 NTP blocks to have more accurate progress measures.</p> <p>We will continue with blocks of tuition in the 2022/23 academic year.</p>
Group	Children	Progress																							
Y1 Phase Two Sounds Group	2	1- 0 to 5 PSC 2- 0 to 0 PSC																							
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Maths	5	1- RS 69 2- RS 69 3- RS 84 4- RS 95 5- RS 100																							
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2

Tuition for DPP children that have regressed from termly assessment outcomes to continue to close the gap.

Term 5 Catch Up Tuition

Targets Areas: Phonics, Maths

Sessions: 30 per child (15 hours)

Group	Children	Impact
Year 3 Phonics Group	4	Average increase +17 (Phonics Screen Score) 3/4 have met the Y1 thresholds-they had never done that before.
Year 2 Phonics Groups	2	Average increase 1 (Phonics Screen Score) 0/2 children passed screen Overall Y1 or Y2 pass is 93%
Year 1 Phonics Groups	22	Intervention Group Spring 2 to Screen Average increase +5.0 Non-Intervention Group Spring 2 to Screen Average Increase -1.0 13/22 children crossed 32 threshold due to intervention 59% Overall Y1 pass is 78% (was 47% Spring 2)
Year 3 Maths Group	6	2 of the 6 children had a higher PUMA score than Autumn 2
Year 4 Maths Group	5	2 of 5 children had a higher PUMA score than Autumn 2.
Year 5 Maths Group	6	5 of 6 children had a higher PUMA score than Autumn 2
Year 4 Multiplication	12	Of the 12 children in their group the increase in their MTC score was +5 from Spring 2 to Summer 2. The average increase in the same period of children not in that groups was +1.

The phonics tuition for Years 3 and 1 were very successful. The Y4 multiplication tuition was also very successful. It was difficult to measure progress in the maths so a different approach was taken in the Term 6 Math tuition.

Term 6 Catch Up Tuition

Targets Areas: Maths

Sessions: 30 per child (15 hours)

This tuition was for Y1s who were behind.

13 children took part.

	Baseline	Closure Measure	VA
Arithmetic	3.2/10	8.2/10	+5.0
Reasoning	6.7/15	12.9/15	+5.2
Total	9.6/25	21/25	+11.4
% correct	38%	85%	+47%

This tuition was very successful.

We would continue this approach for the 2022/23 academic year however with Maths we would use evidence based interventions.

3	Teaching Assistants Evidence Based Interventions. Autumn Term 2021 / Spring Term 2022.	Tuition Area	Children	Summer 2020/21	Autumn 2020/22	Spring 2021/22	Summer 2021/22	If we use this strategy going forward it will be focussed on evidence-based interventions.
		Maths	1	86	79	80		
		Maths	2		88	91		
		Maths	3	80	90	89		
		Maths	4		96	100		
		Maths	5	90	92	94		
		Spelling	1	6	3	9		
		Spelling	2	0	1	3		
		Spelling	3	13	8	13		
		Spelling	4	7	5	9		
		Spelling	5	9	9	12		
		Spelling	6	10	9	13		
		Spelling	7	9	9	13		
		Spelling	8	6	8	15		
		Reading	1	101 / 7	101 / 9	90 / 10		
		Reading	2	78 / 3	88 / 5	88 / 6		
		Reading	3	73 / 5	88 / 7	73 / 8		
		Reading	4	86 / 7	86 / 8	86 / 9		
This "catch the bus" approach enables children to keep u								
4	Easter Holiday Tuition for 45 Y6 children in R, W and M		Baseline (Aut 2) Scaled Score	SATS Result Scaled Score	Aut 2 Expected +	Sat Expected +	We have utilised this strategy for many years now and believe it has a positive impact on outcomes.	
		Reading	100%	102%	50%	68%		
		Maths	98%	103%	45%	70%		
		Grammar	99%	102%	50%	64%		
			Aut 2 Expected +	Sat Expected +				
		Writing	63%	70%				
Whilst it is hard to isolate progress to the Easter school tuition the cohort made good progress in this period.								

5	Little Wandle Phonics and Reading Scheme	<p>Year One Phonics Outcomes</p> <table border="1" data-bbox="430 161 1695 367"> <thead> <tr> <th></th> <th>All %</th> <th>DPP %</th> <th>Not DPP %</th> <th>In School Gap %</th> </tr> </thead> <tbody> <tr> <td>Autumn 1 Pass</td> <td>10</td> <td>0</td> <td>18</td> <td>-18</td> </tr> <tr> <td>Autumn 2 Pass</td> <td>38</td> <td>17</td> <td>45</td> <td>-28</td> </tr> <tr> <td>Spring 1 Pass</td> <td>40</td> <td>8</td> <td>52</td> <td>-44</td> </tr> <tr> <td>Spring 2 Pass</td> <td>47</td> <td>25</td> <td>55</td> <td>-30</td> </tr> <tr> <td>Summer 1 Pass</td> <td>78</td> <td>67</td> <td>82</td> <td>-15</td> </tr> </tbody> </table>		All %	DPP %	Not DPP %	In School Gap %	Autumn 1 Pass	10	0	18	-18	Autumn 2 Pass	38	17	45	-28	Spring 1 Pass	40	8	52	-44	Spring 2 Pass	47	25	55	-30	Summer 1 Pass	78	67	82	-15	The Little Wandle scheme and rollout has been very successful. This has been quality assured by the English Hub, our Locality Lead and OSFTED at NCPS. We will continue to use and improve Little Wandle for Phonics and Early Reading.					
	All %	DPP %	Not DPP %	In School Gap %																																		
Autumn 1 Pass	10	0	18	-18																																		
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6	IDL Mathematics	Due to issues with the license IDL was only trialled in the academic year. We intend to use it more fully in the 2022/23 academic year.	This will be a key part of our SEND/DPP strategy for Maths in 2022/23																																			
7	Mathematics Mastery Resources	<p>Maths Years 1-5</p> <table border="1" data-bbox="430 624 1695 727"> <thead> <tr> <th></th> <th>Summer 2 2020/21</th> <th>Autumn 2 2021/22</th> <th>Spring 2 2021/22</th> <th>Summer 2 2021/22</th> </tr> </thead> <tbody> <tr> <td>Expected Level</td> <td>83</td> <td>82</td> <td>84</td> <td>82</td> </tr> <tr> <td>Greater Depth</td> <td>20</td> <td>16</td> <td>19</td> <td>17</td> </tr> </tbody> </table> <p>Year 6</p> <table border="1" data-bbox="430 799 1695 967"> <thead> <tr> <th></th> <th>Summer 2 2020/21</th> <th>Autumn 2 2021/22</th> <th>Spring 2 2021/22</th> <th>Summer 2 2021/22</th> </tr> </thead> <tbody> <tr> <td>Expected Level</td> <td>32</td> <td>45</td> <td>59</td> <td>70</td> </tr> <tr> <td>Greater Depth</td> <td>0</td> <td>0</td> <td>2</td> <td>9</td> </tr> <tr> <td>Average Scaled Score</td> <td>95</td> <td>98</td> <td>99</td> <td>103</td> </tr> </tbody> </table> <p>Quality assurance from the maths leader has shown these resources, combined with CPD, had has a positive impact on reasoning.</p>		Summer 2 2020/21	Autumn 2 2021/22	Spring 2 2021/22	Summer 2 2021/22	Expected Level	83	82	84	82	Greater Depth	20	16	19	17		Summer 2 2020/21	Autumn 2 2021/22	Spring 2 2021/22	Summer 2 2021/22	Expected Level	32	45	59	70	Greater Depth	0	0	2	9	Average Scaled Score	95	98	99	103	We will continue to use the resources purchased but no not need to buy any further.
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8	Pastoral and attendance support for children affected by COVID pandemic	<p>Attendance (X Codes Present)</p> <table border="1" data-bbox="430 1270 1352 1474"> <thead> <tr> <th>Overall attendance</th> <th>School 2021/22</th> <th>FFT National</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>95.4</td> <td>96.3</td> <td>+1.8</td> </tr> <tr> <td>DPP Attendance</td> <td>93.6</td> <td>91.5</td> <td>+2.1</td> </tr> <tr> <td>Not DPP Attendance</td> <td>96.1</td> <td>94.5</td> <td>+1.6</td> </tr> <tr> <td>SEN Support</td> <td>93.5</td> <td>91.9</td> <td>+1.5</td> </tr> <tr> <td>EHCP</td> <td>95.8</td> <td>89.7</td> <td>+6.1</td> </tr> </tbody> </table>	Overall attendance	School 2021/22	FFT National	Difference	ALL	95.4	96.3	+1.8	DPP Attendance	93.6	91.5	+2.1	Not DPP Attendance	96.1	94.5	+1.6	SEN Support	93.5	91.9	+1.5	EHCP	95.8	89.7	+6.1	Our PSA left us is November 2022 and will not replaced due to affordability.											
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Attendance (Xcodes absent)

Overall attendance	School 2021/22	FFT National	Difference
ALL	92.9	92.8	+0.1
DPP Attendance	90.9	90.5	+0.4
Not DPP Attendance	93.7	93.7	+0.0
SEN Support	90.4	91.0	-0.6
EHCP	92.3	88.5	+3.7

Number of children receiving PSA Support 16

Number of children on Pastoral Support Plans 3

Number of children receiving ELSA 13

This additional PSA support was invaluable for supporting pupils and parents and ensuring good attendance.