



COVID-19 CATCH UP FUNDING – SPENDING PLAN

School	St. Anthony's Catholic Primary School and Nursery Funding allocation			£43,520
Barrier to success*	Intervention tier	Strategy**	Cost	Success criteria
PHONICS - Pupils in Year 1 have gaps in	Intervention and targeted support – daily	Phonic interventions delivered through 1:1 or small group support. Teaching Assistants, trained in delivering phonics, can provide targeted academic support, including how to explicitly link structured one-to-one or small group intervention to classroom teaching.	Apprentice – UNQ - (1) 19,000 (inc. on costs) Allocate 10 hours - £5,400	Pupils are secure in Phase 5 phonics and achieve pass rate at phonic screening checks. Children are prepared for the next stage in their learning and can build on their progress. Teaching Assistants are well-trained.
SPEECH AND LANGUAGE - Children have low entry points and have limited oral communication skills. Children with	Purchase of tracking software Intervention groups/1:1 support/additional Speech and Language therapist time once per week/ additional	Carefully track outcomes to maximise progress of interventions Purchase Phonics Tracker to support pupils' learning and tracking of phonics progress Specifically trained additional member of staff to deliver SaL to children in these specific year groups.	Allocate 6 hours - £3,300	Clear assessment and tracking. Easy to identify gaps and therefore easier to plan intervention. Pupils will make better progress as a result of having more targeted Phonics support. Pupils will develop their SaL through regular practise and intervention with a trained member of staff. Vocabulary is developed through additional vocabulary groups and pupils have more sound communication

intervention and support from not being at school, which hinders their communication and their expression of learning. Establishing routines and supporting SEND pupils - Reception	specifically. Additional SEND support for	To offer targeted one to one, to build up routines and stamina for learning	Apprentice 1 – £5,400	Pupils are more resilient and have better communication skills. They are more able to access the class learning, through support from the intervention sessions.
PE/ HEALTHY LIFESTYLES - Pupils have led more sedentary lifestyles and have not been as physically active. St. Anthony's is one of the most obese schools in Slough, and therefore it is imperative to support healthy lifestyles and Active Movement.	Staff training in PE Additional Sports Coach	CPD for staff to support them with their delivery of PE. Fixed term support of a sport's coach to enable staff to deliver more targeted interventions for children.	£2,000	Pupils are receiving better quality PE provision and are leading healthier lifestyles. Children are more-able to concentrate with their learning and are more aware of how to be healthy and stay healthy.
MATHS - Some children have significant gaps in the basic four operations and are not making adequate progress in these areas, due to missed learning	Intervention by teachers After school tuition delivered by teachers	After school booster sessions Afternoon intervention sessions	UNQ1 - (2)	Children are more confident with their maths and are more-able to access the next stage in their maths learning. Misconceptions re addressed through quality intervention and booster sessions. Children gain confidence with their mathematical skills.
	Additional support and Better Reading intervention	Additional TA support on a fixed term basis to read with children who have not had sufficient fluency practise during lock down.	£4,000	Children will be more fluent in their reading and will develop their retrieval and inference skills. This will improve their learning and outcomes in all subject areas.
WELLBEING - Some pupils have returned with emotional wellbeing/SEMH concerns	Additional mentoring and 'therapy' sessions Training for staff - ELSA	Role model coach for some pupils. Play therapy sessions		Pupils are more motivated and show improved behaviour for learning, enabling them to access learning within the classroom setting more effectively.
Significant learning gaps are identified for pupils – KS2	Tuition conducted by existing school teachers	Regular tuition offered to pupils, to ensure that gaps are targeted and closed for specific children, starting with KS2		Pupils have a positive relationship with existing staff and will progress better as a result. Gaps are closed and pupils are more able to progress to the next stage of their learning.

^{*}Schools must provide evidence as to why this barrier was deemed most significant

^{**}Schools must link proposed spending to the EEF evidence base where possible