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|  | <p align="center">Covid-19 Catch up Funding Planning for Expenditure, 2021-22</p> | <p align="center">Nanpean Community Primary School <i>Nurturing Children's Passion to Succeed</i></p> |
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As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The payment schedule for Catch Up Funding is as follows:

*Recovery Premium – paid to schools in 4 instalments over the school year (approximately every 3 months: October 2021, January 2022, April 2022 and July 2022). **We anticipate each payment being £1,341 for Nanpean School, giving a total of £5,364.***

*School Led Tutoring – paid to schools in 3 instalments over the school year (approximately every 4 months: October 2021, January 2022, April 2022). **We anticipate the first two payments being £1,299 for Nanpean School, and a final payment of £1,855, giving a total of £4,453.***

| Contextual Headlines (October 2020) | | |
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| Context | School | Comment |
| NOR | 160 Nanpean Nippers Nursery (on the school site). | One form entry with a PAN of 30, higher year groups have higher numbers of children per class. |
| Year Groups | EYFS – Year 6 | 7 Classes + on site Nursery |
| Disadvantaged (FSM + CIC) | 42/160 children = 26.3% | National average is 24%. The school expects to receive £51,360 this year to be allocated to PP pupils. |
| GRT | 2/160 = 1.3% | National average is <1% |

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| EAL | 0/160 = 0% | National average is 21% |
| SEND | 41/160 = 25.6% | National average is 12.2% |
| EHCP | 4/160 = 2.5% | National average is 1.3% |
| Deprivation | 85.2% of pupils live within the most deprived 0-30% areas and 47.8% of pupils live within the most deprived 0-20% areas. | National average for most deprived 0-30% areas is 32%. National average for most deprived 0-20% areas is 16%. |
| Attendance Absence Persistent Absence | 97.2% (2020-21) Overall – 2.8% 6 (out of 168) children (2020-21) = 3.6% | National Expectation is above 96% National Expectation is below 4.0% National Average is 9.6% (from 2017-18 school year). |

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OVERALL TOTAL FOR EXPENDITURE IN 2021-22 = £9,817

| Focus Area | Rationale / Actions | Timing | Finance / Cost | Monitoring (by SLT) | Expected Impact / Impact |
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| Support for children in relation to basic language skills (SALT) and support with vocabulary development | <i>The Ofsted Annual Report describes how there has been a regression in basic language skills due to the pandemic.</i> This funding will allow us to employ a specialist SALT trained member of staff to support children's language skills and vocabulary development. | 10 hours per week (after-noons) | 10 (hours) x 38 (weeks) x £12.35 (per hour including on costs) = £4,693 | Monitoring by SENDCo in relation to Interventions. | <i>Positive impact on youngest children in the Autumn Term as this is where support was targeted.</i> |
| Whole Staff INSET days to focus on Curriculum | <i>The Ofsted Annual Report describes how Schools with a well-planned and well-implemented Curriculum</i> | 2 x full days (6 hours each day) | 12 (hours) x 10 (TA's) x £12.35 (per hour) | Termly Curriculum Monitoring (by Headteacher). Impact on Outcomes. | <i>Subject Leaders aware of roles and next steps in relation to Curriculum design.</i> |

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| Development for 2021-22 | <i>are best placed to get children to where they need to be.</i> Our main focus this year is to define clear Curriculum End Points and ensure each Subject has a clear and well-sequenced coverage of the NC. | for all 10 TA's | including on costs) = £1,482 | | |
| Provision of Outdoor Learning | <i>Research shows this has a positive impact on children's Mental Health and Wellbeing which has clearly been affected by Covid-19.</i> Outdoor Learning is being implemented to allow for clear timetabled opportunities when Curriculum Learning can be 'taken outdoors'. | 1 hour per week (per class) – see timetables | 7 classes / TA's x 38 (weeks) x £12.35 (per hour including on costs) = £3,285 | Termly Curriculum Monitoring (by Headteacher). Data, Progress and Intervention Meetings (Termly) allow Teachers to discuss the impact of Outdoor Learning. | <i>Outdoor Learning is having a positive impact on wellbeing. Pupil Conferencing has shown that children enjoy these sessions. Most children are also aware of how their Outdoor Learning sessions are linked to other Curriculum areas.</i> |
| Provision of extra-curricular opportunities | <i>Research shows this has a positive impact on children's Mental Health and Wellbeing which has clearly been affected by Covid-19.</i> A variety of extra-curricular clubs are offered at school (Covid-19 dependent). Sailing (and a basic qualification) offered to children in Years 4 – 6. Provision of School Trips and Visitors into school. | See Timetable One afternoon per week See Calendar | No extra cost (grant from Roseland Youth Sailing Trust to cover sailing sessions). | Termly Curriculum Monitoring (by Headteacher). Data, Progress and Intervention Meetings (Termly) allow Teachers to discuss the impact of Outdoor Learning. | <i>Sailing has been attended in the Autumn Term (closed in Spring Term) and will also be attended in the Summer Term.</i> <i>Brannel beginning to organise some events again, which we will be attending in Spring and Summer Terms.</i> <i>Each Class plans an educational visit linked to their term's learning and this is evident on Curriculum Learning Maps.</i> |
| Aspirations and Careers Focus | <i>Leaders have identified that children have not got a clear focus on possible job / career roles for their future.</i> | See Calendar | No extra cost (part of the Cornwall and IOS Primary | Pupil Visioning Monitoring (by Headteacher) – end of Summer Term. | <i>Careers / Aspirations Fair being arranged for a week in the Summer Term (linked to Cornwall Healthy Schools).</i> |

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| | Careers Fair in the Summer Term (at Nanpean School but Cluster Schools invited). Termly Careers afternoon in each class. | See Calendar | Careers Pilot Project) | | <i>Termly Career afternoon implemented in relation to learning in each class.</i> |
| Issues with Attendance / Punctuality | <i>Attendance at Nanpean School is usually very high, and above the National Average of 96% (has been for last three school years) but Covid-19 continues to have an impact on Attendance.</i> Support from SWO purchased through an SLA to ensure Attendance remains high / improves following Covid-19. | Monthly Support | £400 | Attendance actions in place daily (see flow chart for admin staff). Monitoring carried out with SWO (as part of SLA) at the end of each month. | <i>During the Autumn Term, Attendance has remained higher than most schools (when comparing to National Averages reported in the media) but lower than 96%, whereas Attendance has previously always been higher than 96%.</i> |
| Prior low attainment is exaggerated by school closures | <i>It is clear that Covid-19 has had an impact on attainment and that some children have become more anxious, and / or now have gaps in their knowledge.</i> Provide specific interventions to support children (in terms of anxieties (TIS based), Reading (a huge Curriculum focus) and precision teaching for basic skills in English and Maths). | All terms. | No extra cost (cost of Supervisory sessions (£40 per session) = £1,000 already factored into school budget). | Information gleaned from Teachers completing Data, Progress and Intervention mapping meetings (and relevant assessment information document). See Intervention Timetables. | Interventions are initially reviewed weekly, to ensure the focus and target children is correct. They are then reviewed each half term. <i>Children showing strong progress and improvement in confidence following interventions in the Autumn Term.</i> |
| 1:1 Phonics tuition for Year 1 and 2 children who aren't 'working at (WA)' the expected standard. | <i>We recognise the importance of this as Phonics is the precursor to reading.</i> Provide Phonics tuition (1:1) for children who aren't 'working at' the expected standard. The number of children has been emphasised due | All terms. | 2 (TA's) x 5 (hours per week) x 12 (weeks) x £12.35 (per hour, including on costs) = | Half Termly RWI Phonics Assessment to track progress. See Intervention Timetables. | <i>On average, these children have progressed through 2 Phonics group in the Autumn Term.</i> |

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| | to many children having not attended school for 6 months. This links to our work with the English Hub South West. | | £1,482 (per term). | | |
| 1:1 or small group provision using online tutoring resources (such as Bookmark / Third Space Learning). | <i>We recognise the importance of children understanding the key, basic skills, such as Reading and Number, that underpins the Curriculum.</i> Children identified early in Autumn Term as requiring specific support, due to concerns where they have not caught up as expected. | Spring and Summer Term. | £200 (per term) = £600 (total) | Impact on Data (from NFER tests completed at the end of November and March). Teachers will also report on children's confidence. | <i>This is being arranged for the Spring Term following Data meetings in January which reviews Data submitted by Teachers in the Autumn Term.</i> |

Notes in relation to Assessment:

Our monitoring, via termly assessments, continues to happen on the same monitoring cycle (each term, three times per school year). Research has indicated that extra assessment is not necessary, and assessment too soon in a school year or term isn't always informative due to slight regression following school holiday periods.