## Appendix 1

# Catch Up Funding Plan

# Dec 20 -2022

Total Funding Received 20/21 £15,588

 21/22 £11,132

**Aim of plan**

The principal aims of the plan are to ensure all pupils catch up with their learning by the end of the academic Year 20/21 and if necessary into 21/22. In particular, funding is to be used to raise the attainment of pupils who are characterised by, but not exclusively:

* Pupil Premium
* Attainment being lower than children who were in their peer group before the Lockdown
* Pupil attainment below expected levels
* Pupils who will show a positive response to the interventions offered.
* Pupils who are showing difficulty in accessing the curriculum or preventing others form accessing the curriculum due to other non-academic issues such as mental health, issues at home, social and emotional concerns. etc

**Objective:**

We will be using a Tiered approach to raise the attainment. This will help the school focus on a small number of strategies that are likely to make the biggest difference. We will therefore follow the Education Endowment Foundation (EEF) tiered model and focus on:

* Teaching eg professional development, supporting new teachers and TAs, assessment and effective remote learning
* Targeted Academic Support eg structured interventions, small group tuition, one to one support, effective use of TAs and Reading interventions
* Wider Strategies eg sustaining parental engagement, social and emotional learning and wellbeing, reinforcing behaviours and routines, wrap around care.

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| Teaching |
| Concern | Action/ Method of delivery | Targeted pupils/Criteria | Desired outcome | From when/to | Cost |
| Mixed aged and large class sizes in Years 5 and 6 impact on pupils learning. Attainment of pupils in Year 6 are already low. | Introduction of additional class into Year 5 and 6 to create single year groups | All pupils in Years 5 and 6 | Attainment rises due to increased attention for each child and work is tailored closer to their needs due to increased accuracy of assessment. Pupil attainment is at least equivalent as at Dec 19 | Sept 2020 and reviewed for Sept 2021 | £ 18445 to cover the cost of 0.5 teacher (10760+ 7685) |
| Children are able to access learning of an equivalent standard when required to isolate at home. | Introduced policy for remote learning; ensure ICT equipment is capable and accessible to all pupils | All pupils in school | Whether individuals, groups or whole classes, children access learning at home which allows them to keep up with their peers in that year group | Nov 20 to ? | Server £3000Laptops £3000 (19/20) |
| Children have fallen behind where we would have expected them to be in their reading as a result of lockdown | CPD re Reading through Literacy Counts and LA; CPD in phonics from Phonics Hub | All Pupils | Teachers develop strategies and tools to enhance their teaching of reading and quality of texts used. This raises attainment in reading to levels as at Dec 19 and beyond.Year 2 phonics check is 95% success +  | Nov 20 to summer 21 | Maintained schools initiative |
| We have 3 teachers who have just come out of their NQT year, which was disrupted by Lockdown. They are not as skilled or knowledgeable as we would have expected  | Peer support for new teachers alongside experienced teachers | Pupils in their classes | Teachers have the support required form experienced teachers to ensure their practice improves, they are effective and their children are in line with school expectations for the year group | To Summer 21 | £1000 for cover to enable observation of teachers and CPD |
| Targeted and Academic Support |
| **Concern** | **Action** | **Targeted pupils/Criteria** | **Desired outcome** | From when/to |  |
| Individual pupils require interventions | TAs to provide support using proven intervention programmes. Some interventions maybe short to overcome immediate issues around learning in the classroom. | Any pupil falling behind peer group | Children are progressing in their literacy, in particular reading, and numeracy.Children receive support with their emotional well beingChildren are able to keep up in lessons | Ongoing | From mainstream budget |
| Support required in lower KS2. Year 3 not taken their SATs in Year 2. Some children need targeted intervention especially around reading.  | Appointment of new TAs into KS2 for targeted intervention, particularly around reading. | Towards Group 1 ( AA, JL,AK,JH,MS)Towards Group 2 (NB,MH,HI,TJW,JJS,NB,EB,MH,AT) | Group 1 Pupils in line with expectations for Year group by July 20Group 2 pupils are mostly in line with expectations . | Nov 20 to Jul 21 | £20,595 and £22,963 |
| Support is not sufficient for pupils in Reception as Cohort has increased by 10 pupils; 2 pupils EHCP, 1 other 1:1. As a result some children will not receive enough support to attain the ELG in R,W,M | Appointment of 2 TAs into EYs | Pupils not likely to attain ELG in R,W,M without interventionPupil Group to be identified Jan 20 | Group to all attain eg in R,W,M | Jan 21 to Jul 21 | From school main budget |
| Children with most need take up too much teaching time from other children and the individual is not supported sufficiently to make the best progress from their starting points. | Appointment of 6 TAs to provide 1:1 support across all Key Stages | Pupils with EHCP  | Pupils are well supported so the teacher is not distracted by them and all the children are taught effectively. | Ongoing | From school main budget |
| Pupils identified as having potential to reach age expectations and greater depth who have fallen behind during lockdown receive support to realise their potential in Reading | 2 X 15 hour tutor groups -Tuition for Reading and Maths in Year 6 | 15 pupils to be identified | 15 pupils catch up quickly to where they would have been without covid. | Jan 21 - May 21 | £2600 |
| Pupils identified as having potential to phonics check, who have fallen behind during lockdown receive support to realise their potential in Phonics and Reading | 2x 15 hour tutor groups - Tuition for Phonics in Year 2 | 12 pupils to be identified | Pupils have the phonics skills to be able to read sufficiently to access the KS2 curriculum and have passed the phonics re sit. | Jan 21 – Jul 21 | £400 |
| Pupils identified as having potential to reach age expectations and greater depth who have fallen behind during lockdown receive support to realise their potential in Reading | Up to 11 other 15 hour tuition groups TBC.Priority given to PP, children who will benefit from tuition and who have fallen further behind than their peers during lockdown. | Pupils to be identified after the next assessment point and will be limited to availability of space | Targeted pupils catch up to their expected standard as if Lockdown had not occurred. | Sept – Dec 21 | £2400 |
| Wider Strategies |
| **Concern** | **Action** | **Targeted pupils/Criteria** | **Desired outcome** | From when/to |  |
| Children suffer with anxiety or safeguarding concerns because we do not have enough resources to identify specific needs. When it is identified Teachers and SLT spend too much time dealing with low level concerns which could be dealt with by a Pastoral Mentor. Eg no PE kit | Creation of a learning mentor/ pastoral post  | Children with issues wider than school that are contributing a negative impact on their academic progress and or well being | Intervention for children eg working with parents, at Early Help, mental health support etc enables children attend school in a manner such that they can access the curriculum and progress at least as quickly as their peers. | Jan 21- Aug 22 | £10,000 (0.5 FTE post) |
| Teachers and support staff are not fully aware and do not always have the understanding of how to help with children’s wellbeing and Social and Emotional Learning | CPD provided to staff on developing wellbeing, resilience and social and emotional understanding. | All pupils in need of emotional or other support | Children are resilient and positive in their outlook and lives. As a result, they contribute positively in school and progress well academically. They are happy and talk positively about their lives and futures. | Ongoing to July 21; beyond if necessary. | £400 |
| Children and staff need to develop a positive frame of mind as we come out of Covid | Art of Being Brilliant used to train pupils and staff in positive thinking. School wide initiative | All pupils and staff | Children have a positive outlook and staff support this through the curriculum offer and opportunities such as assembly. There is a common language of positivity used in school and both pupisl and staff have a positive outlook on the future. | June 2021, January Inset 2022 | £6000 |