



Straight... True... Successful

The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.

Total Number of Pupils on Roll	342
Catch Up Allocation	£80 x 342 = £27,360.00
Lead	Mrs E Dunstan
Governor Monitoring	Mrs T Vickers (Chair)

Known Impact of Covid School Closure

Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown

Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown

PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1 - Phonics catch up interventions for children in years 1 & 2

Priority 2 - Reading interventions across school EYFS-Y6 (link to SDP)

Priority 3 - Maths interventions across KS2 Y3 – Y6 (link to SDP)

Year Group	Rationale	Approaches
1	DfE 'Guidance for full opening of schools' specifies that ; 'pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary'	Teaching and learning in year 1 will focus on developing readiness for learning including effective listening and collaboration. The RWI strategy is being used to teach high quality phonic sessions.
2		Additional RWI is being used to ensure any Phonics gaps are quickly addressed.
3/4	<p>Areas of significant concern following teacher diagnostic assessments:</p> <ol style="list-style-type: none"> 1. Comprehension (fluency and understanding of text) Although comprehension activities were set on a weekly basis during partial closure direct teaching of the skills was not possible. 2. Times Tables, children do not have a secure knowledge of their tables which is impacting on calculations involving multiplication and division. The most effective ways found to engage children in this is through online games. Children do not all have access to devices at home to allow them to access the resource and there is a lack of devices in school to allow this to be accessed on a regular individual basis. 'The EEF guide to supporting school planning: A tiered approach to 2020-21' details three strategies, teaching, targeted academic support and wider strategies. Within these it outlines that 'ensuring access to technology is key, particularly for disadvantaged pupils' and 'ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms is essential'. 3. Lower ability children (SEND, disadvantaged) have biggest gaps and therefore need significant interventions. 	<p>Purchase of appropriate additional reading resources which can be used to engage children in reading for pleasure whilst also reinforcing key skills.</p> <p>Purchase of IT resources to allow access on an individual basis at school.</p> <p>Investment in TA time to support identified children.</p>
5/6	<p>Areas of significant concern following teacher diagnostic assessments:</p> <ol style="list-style-type: none"> 1. Comprehension (fluency and understanding of text) Although comprehension activities were set on a weekly basis during partial closure direct teaching of the skills was not possible. 2. Application of calculation skills in Mathematics. 	<p>Purchase of appropriate additional reading resources which can be used to engage children in reading for pleasure whilst also reinforcing key skills.</p> <p>Purchase of IT resources to allow access on an individual basis at school.</p>

	<p>Although reasoning is integrated in all maths delivery it is apparent that the children completed less of these activities during partial closure.</p> <p>3.Lower ability children (SEND, disadvantaged) have biggest gaps and therefore need significant interventions.</p>	<p>Investment in new mathematics reasoning teaching materials.</p> <p>Investment in TA time to support identified children.</p>
<p>Whole School</p>	<p>The vast majority of children have returned to school ready to learn however, mental health and wellbeing checks have shown that some children will need support to ensure they are ready to access learning and are both confident and resilient.</p> <p>'The EEF guide to supporting school planning: A tiered approach to 2020-21' details 3 strategies, teaching, targeted academic support and wider strategies. Within these it outlines that 'A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning'.</p> <p>The school is therefore committed to ensuring we support the mental wellbeing of our pupils alongside their curriculum development.</p>	<p>Targeted support from the learning mentor.</p>

Catch-Up Funding Initiatives			
Precise Action	Cost	Expected Improvement	Success Criteria (evidence)
1.1 Set up extra daily short phonic interventions in Year 1 & 2 for the Autumn term (a)	Y1 = 6 weeks of 5 afternoons of a TA & Y2 = 6 weeks of 4 afternoons of a TA = £2033	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively	80%+ of year 2 children will pass the phonics screening check in Autumn term (b) 80%+ of year 1 children will pass the phonics screening check in Summer term
2.1 Reading assessment baselines (September 2020) across school ensure children are reading at the correct level	-	All children are reading at the correct levels on book boxes and are challenged appropriately in lessons	Through pupil conferencing and monitoring, 100% of children are reading at the right level of challenge and have a wide choice of books with high interest level
2.2 Reading Plus reading intervention set up and implemented in Y3 to Y6	£7950.00 (3 Yr License)	Children accessing Reading Plus make accelerated progress and show high engagement	Pupil conferencing and class oracy outcomes demonstrate high engagement in curriculum linked reading and 75% of all children are reading regular (3x a week minimum) at home 80% of KS2 children will improve reading scores in termly NFER tests
2.3 Purchase of Chrome books to support a device a child in Y5 & Y6 to allow daily access to Reading programme (this then releases the school existing ICT equipment to increase allocated slots for other year groups)	100 x Chrome Books including licenses = £18,483.00 (partly funded from school budget)		
2.4 Bug Club reading intervention set up and implemented in EYFS to Y2	£849.00 (1 Yr License)		
3.1	-		80% of children will improve reasoning scores in termly NFER tests

Carry out baseline assessment to highlight children in years 3, 4, 5 and 6 whose mathematics reasoning knowledge demonstrates gaps		Children in years 3, 4, 5 and 6 will have confident calculation strategies to apply to reasoning questions	
3.2 Purchase of Classroom Secrets Maths resource to provide extra materials for teaching reasoning (all year groups can access this resource)	£514.50		
3.3 Implement regular targeted multiplication interventions in year 4 to support comprehensive tables knowledge	Allow increased access to ICT equipment	Targeted children will have an increasingly confident grasp of multiplication tables	75% of year 4 pass multiplication check in Summer term
3.4 Ensure wave 2 interventions happen: <ul style="list-style-type: none"> • Targeted intervention within the classroom by the class teacher or the support assistant • Effective differentiation 	-	Children all able to access classroom learning	Early intervention strategies within the classroom are used effectively to support children's progress from their September 2020 baselines. 80% of children will make at least expected progress from September baselines

COVID CATCH UP RESPONSE

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graph LR; A[COVID CATCH UP RESPONSE] --- B[Teaching]; A --- C[Targeted Academic Support]; A --- D[Wider Strategies];
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Teaching

- Quality first teaching
- Broad and engaging curriculum
- Focus on Phonics
- Focus on Mathematics Reasoning
- Remote opportunities to support Reading
- Staff CPD on Well Being

Targeted Academic Support

- Additional support in Y6
- Pastoral support for vulnerable families
- Careful deployment of TA staff
- Targeted use of interventions

Wider Strategies

- Pastoral Support / Counselling
- Rigorous attendance monitoring
- Commitment to active learning/ PE
- Staff Well Being
- Focused assembly provision
- Jigsaw PSHE