



## Catch-Up / Recovery funding 2020/21

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Funding allocation Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Our school has considered the EEF recommendations and also our knowledge of individual pupils and families in our community to best decide how to spend this funding. We have identified barriers to learning as part of our self evaluation processes and also used assessment data to identify where there are needs in particular cohorts of children. The following is a plan of how we are going to spend the £16,000 allocated to our school.

The school is confident that strategies that were being used consistently in school were having an impact on pupil outcomes prior to Covid -19 and it is important for all staff to implement and rebuild quickly this full curriculum entitlement.



Barrier: Access to technology and engagement with home learning.						
Objective	Actions including CPD	Personnel responsibility	Intended outcomes	Resources/cost	Monitoring	Actual Outcome
1. Increase access to technology for all pupils and especially for those entitled to Pupil Premium.	1.1 Procurement of laptops from DFE and/ or using school funding.	JBu	All disadvantaged pupils in Y5 and Y6 have access to a device.	£2,000 (Allocated from PP funding)		
	1.2 Written Service level agreements between school and home to be written including reference to safeguarding pupils online.	SJa/ JBu	Increased levels of confidence in staff and children in KS2 using Google classrooms.			
	1.3 CPD for staff on use of google classrooms.	All staff	High level of engagement in homework activities.			
		All staff				



	1.4 Training of pupils in KS2 to use google classrooms as a tool for completing homework activities.					
Barrier 2: Language and Communication skills particularly for EAL pupils that have not communicated in English during any periods of lockdown. This has impacted on confidence levels in expressive skills and vocabulary acquisition.						
Objective	Actions including CPD	Personnel responsibility	Intended outcomes	Resources/cost	Monitoring	Actual Outcome
2. Increase opportunities for pupils to develop expressive language skills.	2.1. Staff CPD/ INSET on quality of communication and interaction with children. ELKLAN training.	DMu + All staff	Staff are familiar with the progression on the communication chain. Secure development of top ten communication strategies.  Accelerated progress made for pupils especially in EYFS.	£0	Feedback in staff meetings of actions taken, implementation and outcomes.	
	2.2 Staff to refocus on rich vocabulary development and share successful strategies from each class.	All staff	Children will re-engage with curiosity over vocabulary development.			



	<p>2.3 Consistency of all staff including support staff on pre-teaching tier 2 vocabulary.</p> <p>2.4 Additional member of staff in KS1 to engage with quality continuous provision in Year 1 to maximise opportunities for expressive language which also links to reading and writing.</p>	<p>HPa</p>	<p>Vocabulary strategies are being used widely in each class. Pupils writing includes ambitious vocabulary.</p> <p>Increased progress rates in Year 1. Use of stem sentences will support children in gaining confidence in writing sentences accurately.</p>	<p>£8500</p>	<p>Lesson drop ins.</p> <p>Observations of Continuous provision. KS1 leader.</p>	
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Barrier 3: Gaps in pupil knowledge affect confidence and progress in writing and maths

Objective	Actions including CPD	Personnel responsibility	Intended outcomes	Resources/ cost	Monitoring	Actual Outcome
<p>1. Accelerate pupil progress with Quality First Teaching.</p>	<p>3.1 Re-establish quality first mastery of maths teaching.</p> <p>3.2 Re-establish talk for writing expectations and timetable of units.</p> <p>3.3 Maths leader to support staff on identifying key objectives that need to be covered in each year</p>	<p>All staff</p> <p>CPa</p>	<p>Pupils quickly reengage with learning and work evidenced in workbooks is up to prior standard.</p> <p>Accelerated progress for pupils entitled to pupil premium.</p>	<p>£300</p>	<p>Book scrutiny.SLT + Subject leaders.</p> <p>Progress monitored by SLT in pupil progress meetings.</p> <p>Release time for maths lead and</p>	



	<p>group using White Rose Assessment tools as diagnostic assessment and DFe Ready to progress criteria.</p> <p>3.4 Implementation of 'Toolkits' for maths and writing in each class in KS2 to aid independent learning and metacognition.</p> <p>3.5 Targeted support for reading, writing and maths for individuals and small groups in KS2 classes. (NTP programme partnership with Connex education)</p>	<p>KS2 staff</p> <p>SJa + KS2 staff</p>		<p>£200</p> <p>£3000</p>	<p>English lead to support staff.</p>	
Total spend				£12000		
£4000 to be carried forward to academic year 2021/22						