



Government Advice

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition
- summer programmes to help re-engage pupils or extra teaching capacity from September

Aims:

1. Support a recovery curriculum that ensures explicit links between content and National Curriculum, including Relationships and Health Education, and vulnerable groups. Whole school accurate planning from baselines to secure National expectations or above (Data from initial assessments in September 2020)
2. Develop and embed a whole school culture which supports positive mental and physical wellbeing for children and staff

1. Summary information					
Total number of pupils based on Census 01.10.2020	430	Number of pupils eligible for catch up funding	430	430 x £80 = £34,400 (appears to be based on 434 pupils: £34,720)	
First tranche to LA	30.09.2020	Amount- approx.25% £8,600 of provisional offer		October 2020 Advance £8,680 received (appear to be funded on 434 pupils)	
Second tranche to LA	Early 2021	Amount- £46.67 per pupil		Date received (expect approx. £11,575)	
Third tranche to LA	Summer term 2021	Amount- £33.33 per pupil		Date received (expect approx.£14,465)	
Headteacher	Candi Roberts		Link Governor		Carla Van der Zanden

2. Barriers to future attainment

A.	Emotional needs of children including those with SEND, PLAC and Pupil premium pupils	
B.	Impact of lack of schooling due to COVID 19 and lack of attendance due to either waiting for testing; COVID related illness in the family	
C.	Progress hindered by lockdown: National Lockdown: 4 th January 2021	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>For wellbeing and involvement of all children to increase as a result of feeling well supported through whole school initiatives and interventions.</p> <p>Lead: HT: Candi Roberts and AHT: Jenny James (JJ)</p>	<p>Wellbeing and involvement increases. Staff audit of skills to support pupils and staff- training as required Introduction of RHE- training as required Outcomes and progress improve, closing the gap between PP and non PP pupils. SEND and non SEND Children are identified and support quickly follows. This support is effective and outcomes improve as a result. This will be monitored at PPR Whole school policy and practice is consistent across the school.</p>
B.	<p>Children are able to make accelerated progress compared with like schools due to catch up strategies in place</p> <p>Lead: HT: Candi Roberts and DHT: Sarah Seddon</p>	<p>Baseline assessments identify gaps which are addressed through quality first teaching. Planning links specifically to pupil need Improved outcomes. Books show progress over time. Engagement and wellbeing increase. Teaching is at least good in all classes.</p>

Planned expenditure						
Term and Desired outcome	Chosen action / approach and approximate cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	lead	When will you review implementation?	Final Cost
A. For wellbeing and involvement of all pupils, including those identified PPG children to increase as a result of feeling well supported through whole school initiatives and interventions.	<p>KCC TEP Wellbeing Specialist to support audit of skills and CPD: £900</p> <p>Internal staff training £0</p>	<p>Audit staff skills to develop and embed whole school culture around wellbeing-</p> <ul style="list-style-type: none"> • Pastoral Leads • Mental health First Aiders • PSHE/RHE lead 	Pastoral lead meeting	JJ	Reviewed termly	£900

Term 3 review: Pastoral	<ul style="list-style-type: none"> Wellbeing Birds (term 2) Monsters (Term 3) successfully rolled out and supporting pupils. Pupils and staff engaged well and consistently used. Limited impact due to newness and now national lockdown Assemblies support WB/M and School values being maintained and linked together- daily including HT/DHT/AHT assembly. DSL weekly meetings to ensure full engagement SENCo/ HT weekly meetings to ensure consistent learning and appropriate provision maintained Regular Pastoral Lead meetings EP remote visits/ internal visits to support pupils Counsellor support maintained for children and families During National Lockdown- devices, food hampers: FSM, places in school deployed as appropriate for those more vulnerable including PLAC Daily live sessions (20mins)- am register, (10mins) pm to follow- whole class M&F, small groups W,Th,F for chatting PSHE/ RHE lessons included in remote learning sessions as well as internal <p>Next Steps:</p> <ul style="list-style-type: none"> Positive behaviour Policy to include safer digital behaviours Implement and embed MHFA 'Intervention' Personalised support by TPs/ TSAs to begin following TEAMS training for all pupils including those with EHCP- starting week beginning 25.01.2021 					
B. Children are able to make accelerated progress compared with like schools due to catch up strategies in place for Reading, Writing and Maths	Purchase of an iPad trolley with class set of 32 iPads. Approximately £14,000 JC (SBM) to lead on purchase <ul style="list-style-type: none"> iPads- £327.680 x 32: £11445.76 iPad charging trolley £988.430 x 1 : £ 988.43 Meraki licence £25 x 32 £ 800.00 iPad protection covers £15 x32 £ 480.00 Set up/ Installation £470 x 2 <u>£ 940.00</u> <p style="text-align: right;">£14654.19</p>	This will allow subject specific intervention to take place independently and regularly by pupils as identified by teachers. JJ- English strategic lead JG- maths strategic lead Software	Monitoring of use, and impact through pupil data drops, and analysis Books scrutiny	SS	Review termly	£14654.19 Delivered and in use:

	Purchase approved by Governing Body 19.10.2020				
Term 3 Review: iPADS (C.Hindered by lockdown)	<p>National Lockdown has meant that we are using the iPADS for the key worker/ vulnerable children attending schools as they have all new software including Microsoft TEAMS on them, and we do not have enough of the older iPADS to support. This is allowing all pupils in school to access their home learning etc, and have opportunity for those apps set up for recovery.</p> <p>Rotas for access in school hindered due to lockdown</p> <p>The apps are in use and pupils are signpost to them at home during the remote learning offer</p> <ul style="list-style-type: none"> - TEAMS - Maths: Numbots, Mathemetics, Times tables Rockstars - English: Spelling Frame, Reading Eggs, Accelerated Reader <p>Next Steps:</p> <ul style="list-style-type: none"> • English to purchase Sir Linkalot 				
3. Children are able to make accelerated progress compared with like schools due to catch up strategies in place, for Reading, Writing and Maths	Provision for Intervention: targeted academic support- 1:1 and small group Teacher to cover (EEF) based on internal baselining September 2020:	Data drops Pupil Progress Meeting Writing Recovery Teacher report		Termly	
Writing Recovery Teacher	<p>1) Mainscale Teacher on a fixed term contract with a start date of 01.11.2020 and an end date of 31.08.2021 4 afternoons per week (10.4 hours) Costing the school approx. £1065 per calendar month (£10,650 approx. annual cost)</p> <p>2) Upper payscale Teacher on a fixed term contract with a start date of 01.11.2020 and an end date of 31.08.2021 4 afternoons per week (10.4 hours) Costing the school approx. £1425 per calendar month (£14,250 approx. annual cost)</p>	<p>13.11.2020 Recruited Tamara Bundell</p> <p>Interventions to start 23.11.2020 or 30.11.2020</p> <p>Library</p>	-		Termly
Baseline: Teachers identified specific	Year 3 writing, Year 4 writing				

pupils/ areas of curriculum Sept: 2020	PPG reading, writing, mathematics SEN reading, writing, mathematics				
Term 3 Review: Data	<p>End of term 2 data drop shows positive application of learnings and movement to support recovery.</p> <p>Term on Term analysis for progress to identify recovery require from previous years End of Autumn term 2019 v End of Autumn term 2021 demonstrates QFT and progress is being made to support recovery curriculum.</p> <p>National Lockdown: Intervention/ 1:1 groups to support both through remote learning offer at home, and extension of that, and for those Key worker/ Vulnerable pupils in school.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Consider how to use assessment in a meaningful way following National Lockdown in order to identify continued progress and attainment • Consider use of meaningful and sustainable feedback 				
Term 3 Review: Writing Recovery (C. Hindered by lockdown)	<p>All pupils grouped, and provision started by end of November</p> <p>National Lockdown has paused work, and contract for writing recovery teacher has been extended until the end of the academic year to ensure that continued support and provision for pupils allows for catch up and transition into next year group.</p>				