Catch Up Funding Action Plan – Spring 2020-2021

Total allocation for [current] academic year: £33,000 (approx.)

1: ADDITIONAL STAFF IN EYFS

RATIONALE: EVIDENCE FROM OBSERVATIONS AND CLASS TEACHER FEEDBACK HAS DEMONSTRATED THAT PUPILS IN THE EYFS ARE THE MOST AFFECTED BY THE CHANGES FOLLOWING RETURN TO SCHOOL FOR ALL PUPILS. CHILDREN AND THEIR FAMILIES HAVE MISSED OUT ON THE USUAL TRANSITION ARRANGEMENTS, AND MANY CHILDREN WERE UNABLE TO ACCESS CRUCIAL NURSERY PROVISION DURING THE LOCKDOWN PERIOD TO FURTHER SUPPORT THEM AT THIS EARLY DEVELOPMENTAL STAGE. SCHOOL ACKNOWLDEGE THAT THE FOUNDATIONS THAT ARE SET WITHIN EARLY YEARS EDUCATION, ARE CRUCIAL IN PREPARING CHIDLREN FOR SCHOOL AND LATER ACADEMIC AND LIFE-LONG SUCCESS.

EVIDENCE TAKEN FROM
HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/
HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/
HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/COVID-19-RESOURCES/NATIONAL-TUTORING-PROGRAMME/COVID-19-SUPPORT-GUIDE-FOR-SCHOOLS/#NAV-COVID-19-SUPPORT-GUIDE-FOR-SCHOOLS1

Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
Employing an additional staff member, in addition to the early years staff contingent,	• All pupils in the EYFS have access to quality early years provision. • The high proportion of pupils with additional needs, including SEND, are offered appropriate interventions to support their varying and challenging needs • The emotional health and wellbeing of pupils and staff remains paramount and appropriate support is available when needed. • All children form secure attachments with the staff responsible for their care and education • Staff are able to maintain quality relationships with parents and continue to develop parent/carer partnerships, in spite of the COVID restrictions.	Feedback from staff and parents SLT monitoring Observations of learning Good outcomes for all pupils Statutory assessment data-in line with national expectations Attendance in line with national	TOTAL FUNDING FOR AUT/SPRG £18,761.34 TOTAL FUNDING FOR SUMMER £13,365.28 (New Fin YR) TOTAL CATCH UP FUND - £32,126.62 **AUTUMN** TA- 204 hrs @ 12.79ph, September – December – TOTAL: £2609.16 TA- 59 hrs @ 12.79ph, September – December – TOTAL: £754.61 TA- 133 hrs @ 12.79ph, September – December – TOTAL: 1701.07 SEN Support assistant– 14 weeks at £525 pw, September –December (Supply) - £7455 **TOTAL COST £12,519.84** **SPRING STAFFING** TA - 17.50 hrs x 12 weeks @ 12.79ph, January – March – TOTAL: £2685.90 TA – 7.50 hrs x 6 week @ 12.79ph, February – March – TOTAL: £575.55 TA - 15 hrs 6 weeks @ 12.79ph, September – December – TOTAL: £1151.10 **TOTAL COST** £4412.55 **TOTAL COST OF STAFFING FOR AUTUMN & SPRING £16,932.39** **SUMMER STAFFING** TA – 17.50 hrs x 12 weeks @ 12.79ph, September – December – TOTAL: £2685.90 TA – 7.50 hrs x 12 week @ 12.79ph, September – December – TOTAL: £1151.10 TA - 15 hrs x 12 weeks @ 12.79ph, September – December – TOTAL: £2,302.20 **TOTAL COST OF STAFFING FOR SUMMER £6,139.20** **TOTAL remaining for Summer £3,255.03**	How have children settled following the return to school in the autumn term? Are the varying needs of all pupils being met? Are children making expected progress?

2: ONE TO ONE/SMALL GROUP TUITION

RATIONALE: IT IS RECOGNISED THAT NOT ALL CHILDREN WILL HAVE HAD THE SAME ACCESS TO HOME LEARNING, NOR WILL CONCEPTS HAVE BEEN DELIVERED OFFERING THE SAME BREADTH OR DEPTH TO ALL PUPILS, RESULTING IN SIGNIFICANT GAPS IN KNOWLEDGE AND SKILLS. EVIDENCE SUGGESTS THAT CHILDREN FROM DISADVANTAGED BACKGROUNDS ARE MORE LIKELY TO HAVE BEEN ADVERSELY AFFECTED BY SCHOOL CLOSURES, DUE TO A VARIETY OF SOCIO ECONOMIC AND ENVIRONMENTAL FACTORS E.G. LACK OF INTERNET, OVERCROWDED HOUSING, PARENTAL ENGAGEMENT, FINANCIAL CONSTRAINTS ETC. THERE IS EXTENSIVE EVIDENCE SUPPORTING THE IMPACT OF HIGH QUALITY ONE TO ONE AND SMALL GROUP TUITION AS A CATCH-UP STRATEGY. THE SESSIONS WILL BE GUIDED BY THE SCHOOL, LINKED TO THE CURRICULUM AND FOCUSED ON THE AREAS WHERE PUPILS WOULD MOST BENEFIT FROM ADDITIONAL PRACTICE OR FEEDBACK. TUITION DELIVERED BY QUALIFIED TEACHERS IS LIKELY TO HAVE THE HIGHEST IMPACT.

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Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
Offering selected pupils across school opportunities for 1-1 provision, with a qualified teacher, in addition to typical teaching time.	• Children make accelerated progress, to address any learning gaps, ensuring that they end the academic year achieving ARE in line national expectations • Children's confidence and resilience improves • Children are able to transfer the knowledge and skills into daily class work (tuition is not viewed as a 'add on') • Children display improved attitude to learning and learning behaviours	Tuition notes Assessment data CT feedback Tutor feedback Planning	Teachers rate £25ph (£33.25 per hour includes on-costs): 183 hours of funding, for example: 18 weeks of 10 hrs per week. 6 hours of tuition for 30 children across school)	Have children made accelerated progress? How are children demonstrating improved confidence and resilience? What evidence is there to suggest children are transferring knowledge and skills into class work?

3: MENTAL HEALTH FIRST AID

RATIONALE: ENSURING THE SCHOOL HAS TRAINED MENTAL HEALTH FIRST AIDERS, WILL ENSURE THAT WE ARE ABLE TO PROVIDE ADDITIONAL INTERVENTIONS THAT SUPPORT SOCIAL AND EMOTIONAL LEARNING, FOR IDENTIFIED PUPILS. STAFF WILL BE TRAINED TO DEVELOP THE SKILLS AND CONFIDENCE TO STEP IN, OFFER FIRST AID AND GUIDE PUPILS TOWARDS THE SUPPORT THEY NEED. IN DOING SO, THEY CAN SPEED UP A YOUNG PERSON'S RECOVERY, STOP ISSUES FROM DEVELOPING INTO A CRISIS, AND ULTIMATELY SAVE LIVES. INTERVENTIONS WHICH TARGET SOCIAL AND EMOTIONAL LEARNING (SEL) SEEK TO IMPROVE PUPIL'S INTERACTIONS WITH OTHERS AND SELF-MANAGEMENT OF EMOTIONS, RATHER THAN FOCUSING DIRECTLY ON THE ACADEMIC OR COGNITIVE ELEMENTS OF LEARNING. SEL INTERVENTIONS WILL FOCUS ON THE WAYS IN WHICH OUR PUPILS WORK WITH AND ALONGSIDE THEIR PEERS, STAFF, FAMILY AND COMMUNITY.

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Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
Staff complete 2 day mental health training (7 staff members)	• SLT and inclusion team all complete mental health first aid training • Pupils need for mental health support will be recognised, and a clear pathway will be identified. • Children display improved attitude to learning and learning behaviours • Children's confidence and resilience improves, leading to improved academic outcomes and a love of life-long learning	Identified pathways for pupils acknowledged as needing additional mental health support are accessed. CPOMS logs Evidence from multi-agency meetings. Evaluation from learning mentor/ELSA/inclusion manager/CT Parent feedback	£300 per 2 day training course for 6 people AUT/SPRG Cost £1200 SUMMER Costs £600 TOTAL: £1800	Are there identified pathways for children requiring EHWB support and are these being accessed? What is the impact on attitudes to learning and academic outcomes for these pupils?

3: REMOTE LEARNING SUPPORT

RATIONALE: TO ENSURE THAT BLENDED AND REMOTE LEARNING CAN BE ACCESSED BY ALL PUPILS NOT IN SCHOOL AND THAT NO CHILD IS DISADVANTAGED AS A RESULT OF A LACK OF TECHNOLOGY OR INTERNET ACCESS.

Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
Purchase of ICT – Laptops to support remote learning	• Children who are remote learning can access a digital platform • Children who are remote learning are engaging with work set • Children who are remote learning make the same progress as their peers who are in school	School leaders conduct audit to assess accessibility CTs maintain daily records of engagement with the remote learning offer SLT maintain up to date list of children and families that have been allocated additional resources	40 laptops @ £100 each through T & W Council. Total Cost for Spring £2300 Total Cost for Summer £1700 TOTAL: £4000	Are children learning from home making progress? How is this shown? Are teachers having daily contact with children who are working from home? Is developmental feedback being used to develop or consolidate learning? How is this evidenced? Are there any pupil who are not accessing work remotely, through the use of ICT?