



Narrowing the Gap- Including allocation of DfE catch-up funding

The government has announced £1 billion of funding to support children and young people to catch up.

Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Year Six. This means we will receive **£16,160** this year to help us support our pupils. Schools have to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support us to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all pupils. We have considered this when planning our approach for the use of this funding.

The barriers we need to address to help pupils catch up

Many children have not attended school since mid-March 2020 due to the closure of school to all but key workers' children. Therefore, good attendance will need to be in place to ensure that children are in and learning for the maximum amount of time. Some families have struggled with engaging with home learning for a variety of reasons including a lack of access to IT equipment or the internet. Many children have large gaps in their phonic knowledge or have a lack of stamina which is resulting in them finding it difficult to access age appropriate reading. Gaps in prior year group knowledge across reading, writing and maths will need to be filled without compromising on this year's curriculum content. Pupils will need support to re-engage with learning through a combination of an exciting curriculum content, high expectations of behaviour and pastoral support.

What we plan to do

Early Years

- The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. A highly experience teaching assistant has received training and will be responsible for its delivery over 30 weeks.



Reading:

- Rapid assessment of children's phonic knowledge will ensure that interventions are put in place as soon as possible. Teachers and support staff (who have not already done so) will receive Read, Write Inc training at the earliest opportunity. The Phonics Lead will monitor and assess provision and identify next steps. Bespoke, individual interventions will be put in place for those children who need it. Lexia will be purchased for all children from years 3 to 5. This will provide children with the opportunity to build stamina for reading and focus on their specific gaps both in school and at home.

Writing:

- Writing will continue to focus on using the Power of Reading texts for stimulus. The writing lead and one other teacher are receiving Power of Reading training and writing maps have been implemented to ensure gaps in grammar and spelling are addressed.

Maths:

- A careful handover of content taught and gaps in children's prior year group knowledge will ensure that current teachers are aware of gaps. Cyclic planning ensures concepts are revisited and using the DfE guidance around core concepts in maths will support teachers to address prior 'gaps'. Same day teacher and teaching assistant interventions will ensure that children receive bespoke and timely interventions. Focus on the basic such as number facts and times tables will continue through the use of Times Table Rockstars both in and out of school.

Wider Curriculum:

- Staff training will focus on implementing highly effective planning which is research-led and will ensure that maximum learning across all subjects is achieved. We believe it is crucial children still receive a broad and balanced curriculum and careful consideration will be given to PSHE and mental health and well-being.

Teaching and learning:

- Resources to provide extra support to some pupils will be purchased and implemented as appropriate. Staff training in identified areas of the curriculum to be identified and delivered for all teaching staff. Teaching Assistant support in every classroom to ensure that whole class and interventions have maximum effectiveness and gaps for whole classes and individual children are identified and addressed rapidly. Bespoke interventions for small groups and



individual children to be put in place as and when required. This may be extended beyond the school day if deemed appropriate and in agreement with parents and carers.

Remote Learning:

- Staff training on refining remote learning will ensure that the quality of provision for those children who are not able to attend is high quality, well sequenced and progressive. Lexia, Sumdog and Times Tables Rockstars, Teach my Monster to read, etc will help parents to support their children at home if it becomes necessary.

How we will check that our plan is making a difference:

- Senior Leaders and maths and English subject leads will analyse the attainment and progress of children using teachers' assessment data.
- Parents will be kept informed of any gaps in children's learning which they can support with through interim reports.
- Pupils' progress will be closely monitored through Pupil Progress Meetings every term.
- The effectiveness of interventions and next steps to ensure rapid progress will be identified and next steps for whole school, whole class and individual, identified pupils will be agreed with Senior Leaders.
- Leaders in school will regularly evaluate the effectiveness of the catch up plan and adapt and respond as required.
- Academy Improvement Plan will focus on narrowing the gap and will be evaluated and reviewed termly.
- Attendance will be monitored closely and will be in line with Trust and National averages.
- The Attendance lead in conjunction with the EWO and principal will evaluate any further support needed for our families to overcome barriers.