

## **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 6. This means we will receive £20400 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**

*Gaps in pupils knowledge due to partial closure in the summer term 2020.*

*Access to high quality reading material / texts*

*Phonics knowledge and application for pupils in EYFS and KS1*

*Pupil wellbeing, including mental health as a result of partial closure during the summer term 2020*

*Attendance and a possible increase in persistent absenteeism*

*Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time*

*Changes in behaviour including anxiety*

*Pupils being able to access the curriculum as normal and make links to previous learning*

## **What we plan to do**

*Adapting the curriculum to mitigate 'missed' learning due to partial closure in summer 2020*

*Implementation of emotional coaching to support with stamina, resilience and wellbeing (including mental health)*

*Revision Clubs set up across the academic year to support with the recovery curriculum across all year groups to include more able pupils*

*Phonics CPD for all staff to support with identification of gaps in pupil knowledge*

*Increase the phonics offer for pupils in KS1 and Y3 (including baselining)*

*Baselining of EY to identify gaps in learning*

*Access to Reading Plus for all pupils in Y5 and Y6*

*Bespoke plans to support SEN/D pupils (graduated response cycle, personalised learning maps, visual timetables)*

*Pupil Progress meeting for children working below their GDS expectations and define individual and specific interventions to get all pupils back on track & narrowing of the gap*

*Weekly assessment for learning for each cohort to track progress*

*Attendance Team to provide additional layer of support to pupils who are not present in school (increase capacity of the team)*

*Pupils at risk of persistent absenteeism identified and monitored daily*

*Daily cohort planning / review meetings*

*Curriculum Subject enquiries across the academic year*

*After School Provision to target identified pupils as part of the recovery curriculum*

*Increase capacity of the Inclusion Team to support with wellbeing (including mental health)*

### **How we will check that our plan is making a difference**

*Leadership causal chain to review impact at a whole school level weekly*

*Assessment for learning for each cohort reviewed daily/weekly*

*Assessment reviewed half termly through pupil progress meetings*

*Leadership of maths and English to delve into data to pick out gaps in areas pupils are not working at ARE / greater depth*

*Revision Clubs reviewed half termly for impact*

*High quality delivery of phonics reviewed half termly and groups reviewed fortnightly*

*Half termly moderation of core subjects*

*Review of Curriculum Subject enquiries*

*Review of persistent absenteeism fortnightly*

