

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 **£16,936.67** 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

- The impact of COVID-19 on children's mental well-being.
- Learning behaviours are not intrinsic.
- Prior learning has been forgotten.
- Gaps in learning, as not all children accessed home learning opportunities or came back into school when we reopened to Priority Groups in June.

What we plan to do

- 20% of funding to be used to deliver TA training through Enquire Learning Trust. (£3,387.33)

Funding available in school - £13,549.34

- EYFSP to provide focused intervention in KS1, 1 day per week; baseline testing (academic & SDQ) to inform intervention, for both academic & pastoral support. (£5,041.28)
- EY Lead to provide focused intervention in KS2 1 day per week; baseline testing (academic & SDQ) to inform intervention, for both academic & pastoral support. (£10,577.26)
- EYFSP & EY Lead to support in Year 1, 4 afternoons per week until the end of the Autumn term to facilitate 'continuous provision' through highly focussed and adult led/child led opportunities delivered by highly skilled staff.
- TA to provide focused intervention in EY 4 afternoons per week.
- Strengths & Difficulties Questionnaire (SDQ) to whole school, at regular points across the year. SENCO to analyse results and inform teacher level intervention.
- Forest School Lead to work with each class on a timetabled basis; working with the class, small groups or individual children as deemed appropriate.

The shortfall in funding will be met by the school budget.

How we will check that our plan is making a difference

- ✓ Monitoring will show that we have consistency across our academy in our Reading, Writing & Maths pedagogies.
- ✓ All exceeding/GDS children make expected progress from EYFS & KS1.
- ✓ Children targeted to achieve exceeding/GDS (EXS to GDS) achieve this.
- ✓ Children targeted to achieve national standard in the Phonic Screening Check (82%).
- ✓ % of children achieving RWM combined in GDS equals or exceeds national at KS2.
- ✓ Any differences in the school group data is no more than national.
- ✓ The use of SDQ has enabled staff / SENCO to support children back in to school and there is no increase in behaviour incidents logged in CPOMS.