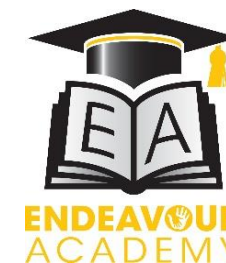


Narrowing the Gap **(including the allocation of DfE catch-up funding)**



Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. 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 Endeavour will receive £22,800 this year to help us support our pupils. The Enquire Learning Trust will retain 20% of this funding centrally to support catch-up (the spending plan for which can be found below our plan) leaving school £18,240. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of the funds

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. At Endeavour Academy, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the Education Endowment Foundation EEF and used timely assessments of both children's academic and personal development needs to inform our decisions.

Identified impact of lockdown	
Reading	Children accessed reading less during lockdown than they would in school meaning children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading speed and stamina for older pupils has been affected and delay in early reading skills for younger pupils is evident. Specific phonics content has been missed by many and gaps in learning have emerged. This is reflected in reading plus and assertive mentoring assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge and vocabulary development has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in 'Big Maths' assessments.
Foundation Subjects	The planned in-school curriculum was followed as closely as possible in the home learning provision however engagement was low overall leading to misunderstood content and gaps in knowledge and skills for many. Children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.
Wellbeing	School readiness has been impacted as a result of being away from school. Pupil development opportunities to build essential skills such as perseverance, resilience and tolerance have been missed. Pupils have had limited opportunities to connect with peers. Pupils confidence in their own abilities is reduced.

What we plan to do

The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)			
Teaching and whole school strategies			Planned Expenditure: £17,323
EEF recommended strategy	EEF Rationale	Specific implementation at Endeavour Academy	Expected impact
Supporting high quality teaching for all	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development</p>	<p>School curriculum documentation used fully so all subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Pupils will have individual packs of resources and shared resources (e.g. i-pads, science equipment, musical instruments, PE equipment, maths manipulatives etc) will be carefully timetabled so they can be accessed safely to support teaching and understanding.</p> <p>Continue to engage in Enquire Learning Trust CPD – increase the amount who can attend virtual sessions by facilitating more cover to be available.(£4560)</p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations and remain on track for school identified end points.</p> <p>Children are able to continue to access a broad curriculum.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p>
Ensuring effective assessment and feedback	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments	Identify gaps from previous learning using assertive mentoring maths; Reading Plus (KS2); assertive mentoring ORT reading checks (KS1); writing and grammar progression documentation (Y1-Y6); Floppy phonics R-Y2.(£500)	Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.

		<p>Use findings from assessments to close gaps:</p> <p>Maths – from gap analysis provide little and often practice through daily DNA and catch-up teaching/pre-teaching through weekly ‘big-maths’ lesson.</p> <p>Reading – KS2 reading plus follow individualised programme 3x half hour per week; KS1 dedicated 1:1 reading programme throughout key stage.</p> <p>Writing – incorporate learning gaps into success criteria; use for self-peer assessment.</p> <p>Phonics – revise phonics calendar, 2xphonics lessons daily; include flashcards and cumulative texts into daily reading and phonics lessons.</p> <p>Staff to revisit ‘live’ marking CPD. Support to be given to new staff to support implementation.</p> <p>Subject Leaders monitor and support assessment of Foundation subjects in order to identify gaps.</p> <p>Frequent low-stakes testing to ensure children experience success and celebrate the acquisition of knowledge (big maths, reading plus, retrieval in foundation subjects).</p> <p>NFER end of year assessments (£2263)</p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements.</p>
<p>Supporting remote learning</p>	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils’ remote learning, or supporting parents to do so, the key things to consider include:</p> <ul style="list-style-type: none"> • Teaching quality is more important than how lessons are delivered • Ensuring access to technology is key, particularly for disadvantaged pupils • Peer interactions can provide motivation and improve learning outcomes • Supporting pupils to work independently can improve learning outcomes 	<p>Children will be trained through in school and homework activities how to access and submit learning through the virtual classroom</p> <p>Remote learning policy will be reviewed and shared with staff and parents to:</p> <ul style="list-style-type: none"> • clarify roles and expectations • Identify provision for individual, bubble and whole school closure <p>Audit of available resources (computer and internet access) for children at home completed to inform purchasing and dissemination of technology additional to DfE allocation (£6000)</p> <p>The purchase of additional sets of reading books to enable school to have a ready supply of books that</p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p> <p>By ensuring that all children are able to access a wide range of reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise reading at home, data will evidence accelerated improvement in the children’s reading ability.</p>

	<ul style="list-style-type: none"> Different approaches to remote learning suit different tasks and types of content 	can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules.(£4000)	
Targeted approaches			Planned Expenditure: £15,407
One to one and small group tuition	High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	<p>Planning for progress plans drawing on information from assessment in place to close gaps (including to stretch and challenge GDS learners) in place and reviewed half-termly</p> <p>1:1 Use of Times Tables Rocks Stars and Numbots programmes (£168)</p> <p>Personalised reading programme via reading plus for KS2 (vocabulary development, reading speed and accuracy, comprehension etc) (£3000)</p>	<p>Increased fluency with tables facts and number facts</p> <p>By increasing targeted time spent reading/supporting maths 1:1 , data analysis will indicate gaps in reading/maths progress will close</p>
Teaching Assistant and targeted support	As above	Intensive 1:1 reading programme throughout KS1 (£12,000)	By increasing 1:1 reading time data will show that reading journeys are back on track and pupils are accessing and reading fluently age appropriate books.
Intervention programmes	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>Maths – 30 mins maths intervention 2x weekly targeting gaps from initial assessments using DfE materials to plan lessons</p> <p>Reading – Y6 targeted intervention 2x weekly; KS1 additional reading minimum of 3x per week with questioning targeted at gaps identified from assertive mentoring reading assessments.</p> <p>Phonics – no nonsense phonics intervention (3x weekly 20 mins) (£239)</p>	By providing maths and reading catch-up interventions for identified children data analysis will indicate gaps in maths and reading to close and progress to accelerate.
Planning for pupils with Special Educational Needs and Disabilities (SEND)	Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs.</p> <p>Personalised plans and the systematic approach of</p>	By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence PSP targets will be achieved.

	<p>important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.</p>	<p>the SENDCo ensures provision is implemented and needs met.</p> <p>Within both SEND Reviews and PPMs, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective.</p> <p>Any additional support given post universal support is by TAs who are familiar to the pupils and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained.</p>	
Wider approaches		Planned Expenditure: £11,459	
Supporting pupils' social, emotional and behavioural needs	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Purchase and implementation of jigsaw. (£1200)</p> <p>Teachers were involved in planning for well-being approaches within their classrooms, guaranteeing their preparedness, as well as enthusiasm. Ongoing CPD and support for staff from PSHE Lead ensures staff have support to embed changes in their practice.</p> <p>Additionally, staff will use a range of strategies, including regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals are central to our approach.</p> <p>Timetabled sessions with the learning mentor for pupils requiring additional support as/when identified e.g. friendship groups, self-esteem building, reducing anxiety, zones of regulation. (£5000)</p>	<p>Pupils transition back to school well and access classrooms and learning appropriately.</p> <p>Data analysis will indicate pupils generally remain behaving positive.</p>
Access to technology	<p>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>The purchase i-Pads for both in school use and for those with no access at home</p> <p>Online platforms: Times Tables Rockstars, Numbots, Reading Plus; SPaG.com (£259)</p>	<p>By ensuring that children have access to quality maths and reading practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and reading.</p>
Supporting parents and carers	<p>Parents have played a key role in supporting children to learn at home and it is essential that</p>	<p>Parents have the opportunity to email/telephone all class-based teachers and IT support to</p>	<p>By promoting a meaningful relationship between home and school parents will feel involved and</p>

	<p>schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</p>	<p>communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed however, teachers will respond within their working day.</p> <p>In addition to offering pupil SEMH support, parents will also be offered support. Learning Mentor will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed e.g. Solihull online parenting, Early Help access point etc.</p> <p>Attendance Officer who maintain strong links between school and home. (£5000)</p> <p>We will implement a differentiated approach to supporting pupils. We will create bespoke and targeted learning packs for home learning. We will ensure home learning is purposeful, achievable and well monitored by staff.</p>	<p>more confident in being able to support their child's education.</p>
Total spending			£44,189
Total funding			£22,800
Schools main budget contribution			£21,389

Enquire Learning Trust Retained catch up funding planned expenditure:

	Planned activity	Allocation
1.	Trust priorities – EY and curriculum implementation	£30,000
2.	School catch up contingencies	£40,000
3.	Phonics and early reading development	£15,000
4.	TA development programme – teaching and learning	£20,000
5.	Online learning resources	£20,000
6.	Online pedagogy - CPD	£10,000