

## **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 £48 000 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**

*A brief outline of the things you have identified that may be issues*

- *Learning dispositions and low aspirations*
- *Low attainment on entry to school and readiness to learn*
- *Rise in SEMH need*
- *Lack of resources, including access to technology*
- *Low adult education including a proportion of adults with literacy/numeracy difficulties posing a barrier to learning.*
- *Speech and Language difficulties*

### **What we plan to do**

*A brief description of what you plan to do to address the aspects outlined above, including how you will use the catch-up funding. 4*

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

Area of Need	Planned provision	Success Criteria
<p><i>Learning dispositions and low aspirations resulting from extended periods of time within the home.</i></p>	<p>Revisit the school's ethos and mission statement through our planned assemblies. This is to be shared via our social media platforms so all members of the school community are aware of our expectations. Regular telephone communication with families reinforcing expectation.</p>	<p>Improvement in learning behaviours evident within school. Children displaying a Growth Mindset attitude to their learning.</p>
<p><i>Low attainment on entry to school and readiness to learn</i></p>	<p>Due to limited transition work, additional resource has ensured that additional time has been spent talking to families, private providers to provide a good baseline. Additional TA intervention (x2) has been put into place to help the children settle and understand routines. As the children settle this resource will focus on supporting children in the Prime Areas. Additional SEND resource has been out in for 2 children who have not been assessed in the community due to COVID.</p>	<p>The majority of children will make good progress based on their starting points. There will be a significant rise in the number of children on track for ARE.</p> <p>These children will have a full assessment of their need.</p>
<p><i>Rise in SEMH need</i></p>	<p>Additional counselling support in place. Pastoral Team responsibilities have been reviewed to enable them to provide support during unstructured times. Therapy dog in place and 2 therapy rooms to provide break out space. Pastoral Team making regular contact with families to discuss concerns.</p>	<p>All children will be able to have full access to the curriculum and know where they can access support.</p>

<p><i>Lack of resources, including access to technology</i></p>	<p>30 Laptops to be loaned out to families in need during partial lockdown 270 IPADs provided to those children without access to technology in KS2. A number of devices are available to KS1 pupils. All KS2 children to be trained up in accessing Microsoft Teams.</p>	<p>All children will be able to access remote learning. All home learning tasks will be completed online</p>
<p><i>Children not on track for End of Key Stage Assessments.</i></p>	<p>Additional resource in EYFS to address delays in Prime areas. Phonics identified as an issue, targeted work in class with additional intervention from MS for those children identified as a concern. Additional phonics teaching in place for children not on track in Y2 and 3. Significant gaps in Maths, identified and tracked through SIMS assessment. Targeted work LTS/Pre Teach delivered through catch up sessions 8:40-9:10 and 2:40-3:10 Y5 cohort identified as a concern, therefore additional TA support in place focusing on writing in the first instance.</p>	<p>There will be a rise in the number of pupils on track for ARE</p> <p>Barriers to learning will be identified and feed into planning.</p> <p>Catch up sessions reviewed regularly to ensure the right children are targeted and progress is retained.</p>
<p><i>Speech and Language difficulties</i></p>	<p>Due to COVID 19 many of our EYFS children have not had SALT assessments prior to starting at nursery. SALT to assess all children with identified barriers.</p>	<p>All barriers identified and timely support in place.</p>

	<p>Programmes of work to be put in place by additional EYFS TA once training has taken place.</p> <p>Specialist groups with SALT weekly for children with the most severe need.</p>	
--	---	--

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

*We will continue to monitor the impact of this plan through our phase leadership teams who will complete weekly learning walks and check ins. More formal reviews will take place half termly through our monitoring and assessment timeline, ensuring our provision continues to meet need and addresses emerging issues.*

*Pupil outcomes will be monitored through summative and formative assessments within SIMS. Gaps will be identified and feed into our cPD offer.*