



Catch Up Funding Plan 2020 – 2021

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 year's reception through to Yr6. This means we will receive £33,600 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.

Number of pupils & pupil premium grant (PPG) received				
Total number of pupils Reception to yr6		420		
Amount catch up funding received: £80 per pupil		£33,600		
The barriers we need to address to help pupils catch up				
We must minimise the potential impact of school closure through a comprehensive focus on:				
<ol style="list-style-type: none"> 1) Effective Transition Processes 2) Curriculum Provision 3) Social, Emotional and Mental Health 4) Effective Assessment 				
We must endeavour to accelerate progress by ensuring that:				
<ul style="list-style-type: none"> • Internal summative data shows that identified Age Related Expectation, 'ARE' children are working at current year group expectations by end Autumn 2. • Internal progress data shows that all groups of children are making at least good progress across all areas. Targets for end of EYFS (GLD), Phonics Score and end of KS1 are achieved • Attendance target is achieved for all pupils – 95.5% 				
Action plan				
Item	Cost	Action	Monitoring	Outcomes
Transition				
Catch up home learning text books delivered to all children – July 2020	£920.95	Maths and English workbooks that review learning for their current year delivered to all children. Workbooks supported families to continue practicing and developing their knowledge and skills through the 6 week summer holiday. Books selected were appropriate for the child's ability – not always their chronological year.	Teachers, Tas and Leaders: through Dojo contact with families – throughout summer with children posting their completed work on profiles.	Initial review shows that a large majority of the children have returned to school having retained basics skills for their previous year group.
Transition dedicated page on school website		School website page for each year group dedicated to virtual transition. This included introduction videos and the dissemination of relevant transition information.	Teachers and Inclusion Team & SLT: communicate with parents to ensure all are informed and feel confident with return plan to school.	Start of new school year has seen the children enter new year groups with decreased anxiety.
Transition for SEND and children with anxiety		Dedicated time before school closure in July where identified children came to the school building and an enhanced transition was provided by: Class teacher,	Teachers, 1:1 staff, TAs, Inclusion Team and SLT:	New school year has seen identified children return

		SENCO and Positive Mental Health Officer	communication with parents.	with minimal distress
Specialist Services				
Bungalow Therapy	£456 per session	SEMH: Identified children / families are referred to this specialist service. Dedicated, specially trained practitioners support mental health needs at school and at home.	Inclusion Team and SLT: learning behaviours and ability to engage in learning monitored by class teacher and inclusion team. Meetings with parents and families when appropriate. Discussions with practitioners to ensure all info shared.	Children are able to access their learning positively and have strategies to manage their emotions. Families have strategies to support each other
Pupil Provision: Learning				
Dynamo Maths	£450	Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths.	SENDco, Teachers: monitor impact through bespoke teaching and learning programme.	Children's gaps are identified and supported to enable them to progress with understanding and urgency
Phonetically matched reading books for use in classrooms and at home.	£3000	To enable phonic progression and development to be supported both at home and in class. Phonetically matched books allow children to utilise growing phonic ability and experience success. Guidance and support given to families to share reading at home.	Teachers, TA's, Phonic Lead and English Lead: monitor through communication with families and support where identified. Progress and catch up monitored in class by AA and JK.	Reading development is supported and enhanced through appropriate material both in classrooms and at home.
Maths booster groups		Children with greater gaps identified and further targeted maths sessions provided to support learning TA 3X week	Teachers, Maths Lead: children are able to access learning in class and catch up plans are targeted ensuring accelerated progress.	Past year group objectives are achieved
Phonic catch up sessions Y2		Baseline assessment and identified groups of children access further phonic teaching by end Autumn 1 week 1. Baseline using YR2 Phonic screening check (2019 document) Autumn 2 Week 1 – re check to compare results and plan changes to groups and frequency accordingly.	KS1 Tas, Teachers, Phonic Lead and English Lead: children will use and apply phonic knowledge in their reading and writing	Phonic assessments show that children are at ARE by Christmas.
Learning support TA's	£1,633 a week	3 TA's placed in EYFS, KS1 and KS2 to ensure that catch up teaching and learning plans can be delivered regardless of staff absences.	Lesson support monitored by SLT and teachers.	All planned lessons and interventions are able to

	Up to Dec - £26,131	Weekly meetings in PPA will discuss identified children and next steps in learning.		continue regardless of staff absence. Minimal disruption to children's learning
Learning support TA Y3	£544.40 per week Up to December - £8,710.40	Identified group of children with significant gaps from lockdown. Support in lessons needed to enable them to access learning and make rapid progress.	Daily and weekly meetings with teachers and TA's to ensure bespoke support is effective.	Identified groups of children with significant gaps show accelerated progress.
Pupil Provision: Social, Emotional Mental Health				
TA to support integration back into learning		Teachers and TA's quickly identify children who are showing signs that they are struggling with all aspects of the school day, their learning and emotions. Dedicated team of highly skill practitioners to work with children and families to support a positive integration back into learning	All staff monitor through daily communication and identification of strategies to support children's needs as they arise	Children have an outlet and develop strategies to manage their emotions. This enables them to access their learning
Summary				
Total Catch Up received		£33,600		
Total Catch up expenditure		£39,667		

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