

### **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' following the school closure period during the pandemic.

The allocations of money is 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 Humberston Cloverfields Academy will receive £XXXXXX 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*
- *Phonics knowledge and application for pupils in EYFS and KS1, and some pupils in Y3*
- *Pupil wellbeing, as a result the partial closure*
- *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 that may result because of 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*
- *Use some of the funding to ensure additional teaching staff are available to support interventions*
- *Ensure we focus on the use of emotional coaching to support with stamina, resilience and wellbeing (including mental health)*
- *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*
- *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 identify specific interventions to get all pupils back on track & narrowing of the gap*
- *Continue to assess continually and discuss progress within teams as needed*
- *Pupils at risk of persistent absenteeism identified and monitored daily*
- *Daily cohort planning / review meetings*
- *Curriculum Subject enquiries across the academic year*

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

- *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*
- *After school clubs – monitored to assess impact and adapt accordingly*
- *High quality delivery of phonics reviewed half termly and groups reviewed fortnightly*
- *Half termly moderation of core subjects*
- *Review of Curriculum Subject enquiries – over the year*
- *Review attendance daily*
- *Review of persistent absenteeism – half termly*