



## **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 Y6. This means we will receive **£27,440** 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**

- Pupils' emotional health and well-being following up to 6 months out of school
- Loss of routine and the introduction of new routines (protective measures put in place to protect public health)
- The need to re-establish behaviours for learning
- Gaps in learning as a result of being unable to cover the curriculum due to school closure
- Reduced stamina, resilience and independence
- A reduction in skill level due to lack of practice

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

- Well-being support will be on going. In the first instance, all classes will complete the booklet received from Barnardo's / HeadStart Hull – 'Returning to School, Life after Lock-down'. This will be a focussed hour session each week.
- Children will have the opportunity to speak to someone if they are anxious / concerned. A system of 'Worry Boxes' will be established so that children can self-refer for this support.
- Staff will plan lessons with reference to the gaps analysis completed in the Summer Term in order to ensure that specific areas not taught last academic year are covered this year.



- 'Cold tasks' are used at the start of each unit of work to ascertain a baseline and teach children from the point needed.
- We will focus on basic skills this half term, taking advantage of all opportunities to cover key skills. Reading, handwriting, spelling, maths (four rules and place value) will all be key to this.
- Across this half term, staff will identify which interventions they want to run, and which children need to be included in these programmes.
- In week five of this term, we will conduct our Pupil Progress Meetings. Each phase/year group will identify exactly what they plan to deliver and what additional TA support is needed to do this.
- Additional TA support will be sought using the catch-up funding (an additional 30 hours per week across the year).
- Interventions will be reviewed at least termly, with adaptations and revisions made as needed.
- Interactive outreach support from Northcott (for children with ASD) – via Teams
- The catch-up funding will also enhance staff training to support the delivery of interventions.

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

- On-going assessment, both formal and informal, will take place across the year.
- A formal 'Pupil Progress Meeting' will be conducted with teaching staff each term to review the outcomes of interventions, the progress made, any emerging needs and consider what needs amending or replacing.
- During Parents' Evening, progress towards targets for each child will be discussed and details of what needs to be done to address any outstanding issues will be discussed. The Annual Report to parents will also detail targets and actions needed to achieve them.