

Action Plan for Catch Up Funding

Green Highlights – Adaptions made due to 2021 school closure

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and spend	When will you review implementation?	Impact 2021/2022
Targeted small group support, delivered by teaching staff to fill the gaps of children in Years 1-6. Specific support for children with the largest gaps to enable them to catch up	Undertake a gap analysis in September and March to ascertain the gaps across the school. Appoint Teaching Assistants to work 1:1 with targeted children to fill these gaps.	EEF evidence on the impact of high quality, small group tuition as a catch up is likely to have the high impact	Assessment of impact at the end of each half term.	DHT Appoint Teaching Assistant X2	END OF SPRING 1 END OF SUMMER 1 Cost: Approx.£20,000	Assessments and gap analysis to ascertain gaps in knowledge completed in September 2020 and again after the children returned from lockdown in spring term 2021. 92% of children passed the Year 1 Phonics Screening check in Autumn 2021.
Targeted small group support, delivered by teaching staff to fill the gaps of children in Years R-6. Specific support for children with the largest gaps to enable them to catch up	To use HLTA to cover Class Teachers who know the children's prior learning and gaps.	EEF evidence on the impact of high quality, small group tuition as a catch up, delivered by teachers is likely to have the highest impact.	Assessment of impact at the end of each half term.	Class Teachers DHT	END OF SPRING 1 END OF SUMMER 1	At least of 90% of children in KS2 met their end of year targets in Reading, Writing and Maths. Salford Reading Test completed to assess the reading ages of the lowest readers in the school from Year 2 upwards and Catch-Up Reading programme delivered.
Targeted small group support, delivered by teaching staff to fill the gaps of children in Years R-6. Specific support for children with the largest gaps to enable them to catch up	Undertake a gap analysis in September and March to ascertain the gaps across the school. After school tutoring sessions for those children who have the largest gaps.	EEF evidence on the impact of high quality, small group tuition as a catch up, delivered by teachers is likely to have the highest impact.	Assessment of impact at the end of each half term	Class Teachers DHT	END OF SPRING 1 END OF SUMMER 1 Cost: Approx. £8000	
TA training in Microsoft Teams and Bug Club	CPD for Teaching Assistants to support learning of targeted children during lockdown period. Use September baselines to identify children to target.	High quality CPD linked to particular areas. Utilise support staff during lockdown period to support learning.	Assessment of impact at the end of each half term.	English Lead DHT	END OF SPRING 1	TAs received Bug Club training and delivered 1:1 online reading. 90% of children engaged well with this attended sessions daily. 90% of Y1 children were targeted for this intervention passed the Year 1 Phonics Screening. 85% of children who were targeted from KS2 are now working at ARE in Reading. 100% of children targeted made good or better progress.
Wider Strategies (EEF)						
To ensure children have access to the appropriate technology when learning from home.	Analyse parent surveys and ascertain the difficulties families face when connecting remotely and provide devices where needed. Purchase tablets to supplement the school's DFE allocation.	To ensure lack of devices at home doesn't prevent children from accessing remote learning and live lessons.	Monitor the number of children accessing home learning. Register after each live lesson to be downloaded and shared with the Senior Leadership Team.	Class Teachers DHT	END OF SPRING 1 Approx: £1500	All children who were unable to access remote learning due to not having a suitable device were provided with one and 95% of children who were given a device attended online remote lessons.

