



Catch Up Funding Action Plan - September 2020-2021

Total allocation for [current] academic year: £16,000 (approx.)

1: ADDITIONAL STAFF IN EYFS

RATIONALE: EVIDENCE FROM OBSERVATIONS AND CLASS TEACHER FEEDBACK HAS DEMONSTRATED THAT PUPILS IN THE EYFS ARE THE MOST AFFECTED BY THE CHANGES FOLLOWING RETURN TO SCHOOL FOR ALL PUPILS. CHILDREN AND THEIR FAMILIES HAVE MISSED OUT ON THE USUAL TRANSITION ARRANGEMENTS, AND MANY CHILDREN WERE UNABLE TO ACCESS CRUCIAL NURSERY PROVISION DURING THE LOCKDOWN PERIOD TO FURTHER SUPPORT THEM AT THIS EARLY DEVELOPMENTAL STAGE. SCHOOL ACKNOWLEDGE THAT THE FOUNDATIONS THAT ARE SET WITHIN EARLY YEARS EDUCATION, ARE CRUCIAL IN PREPARING CHILDREN FOR SCHOOL AND LATER ACADEMIC AND LIFE-LONG SUCCESS.

EVIDENCE TAKEN FROM

[HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)

[HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/](https://www.suttontrust.com/our-research/)

[HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/COVID-19-RESOURCES/NATIONAL-TUTORING-PROGRAMME/COVID-19-SUPPORT-GUIDE-FOR-SCHOOLS/#NAV-COVID-19-SUPPORT-GUIDE-FOR-SCHOOLS1](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#NAV-COVID-19-SUPPORT-GUIDE-FOR-SCHOOLS1)

Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
Employing an additional staff member, in addition to the early years staff for 5 mornings per week.	<ul style="list-style-type: none"> All pupils in the EYFS have access to quality early years provision. The high proportion of pupils with additional needs, including SEND, are offered appropriate interventions to support their varying and challenging needs The emotional health and wellbeing of pupils and staff remains paramount and appropriate support is available when needed. All children form secure attachments with the staff responsible for their care and education Staff are able to maintain quality relationships with parents and continue to develop parent/carer partnerships, in spite of the COVID restrictions. 	Feedback from staff and parents SLT monitoring Observations of learning Good outcomes for all pupils Statutory assessment data-in line with national expectations Attendance in line with national	<p>TOTAL FUNDING FOR AUT/SPRG £4,250</p> <p>AUTUMN & SPRING</p> <p>TOTAL FUNDING FOR SUMMER £2,250 (New Fin YR)</p>	<p>How have children settled following the return to school in the autumn term?</p> <p>Are the varying needs of all pupils being met?</p> <p>Are children making expected progress?</p>

2: ONE TO ONE/SMALL GROUP TUITION

RATIONALE: IT IS RECOGNISED THAT NOT ALL CHILDREN WILL HAVE HAD THE SAME ACCESS TO HOME LEARNING, NOR WILL CONCEPTS HAVE BEEN DELIVERED OFFERING THE SAME BREADTH OR DEPTH TO ALL PUPILS, RESULTING IN SIGNIFICANT GAPS IN KNOWLEDGE AND SKILLS. EVIDENCE SUGGESTS THAT CHILDREN FROM DISADVANTAGED BACKGROUNDS ARE MORE LIKELY TO HAVE BEEN ADVERSELY AFFECTED BY SCHOOL CLOSURES, DUE TO A VARIETY OF SOCIO ECONOMIC AND ENVIRONMENTAL FACTORS E.G. LACK OF INTERNET, OVERCROWDED HOUSING, PARENTAL ENGAGEMENT, FINANCIAL CONSTRAINTS ETC. THERE IS EXTENSIVE EVIDENCE SUPPORTING THE IMPACT OF HIGH QUALITY ONE TO ONE AND SMALL GROUP TUITION AS A CATCH-UP STRATEGY. THE SESSIONS WILL BE GUIDED BY THE SCHOOL, LINKED TO THE CURRICULUM AND FOCUSED ON THE AREAS WHERE PUPILS WOULD MOST BENEFIT FROM ADDITIONAL PRACTICE OR FEEDBACK. TUITION DELIVERED BY QUALIFIED TEACHERS IS LIKELY TO HAVE THE HIGHEST IMPACT.

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Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
Offering selected pupils across school opportunities for 1-1 provision, with a qualified teacher, in addition to typical teaching time.	<ul style="list-style-type: none"> Children make accelerated progress, to address any learning gaps, ensuring that they end the academic year achieving ARE in line national expectations Children's confidence and resilience improves Children are able to transfer the knowledge and skills into daily class work (tuition is not viewed as a 'add on') Children display improved attitude to learning and learning behaviours 	Tuition notes Assessment data CT feedback Tutor feedback Planning Progress in books / online Pupil voice	HLTA rate £12.69 per hour: 70 hours of funding, AUTUMN & SPRING £1776 Summer £888	<p>Have children made accelerated progress?</p> <p>How are children demonstrating improved confidence and resilience?</p> <p>What evidence is there to suggest children are transferring knowledge and skills into class work?</p>

3: WELL BEING

RATIONALE: ENSURING THE SCHOOL HAS TRAINED STAFF IN NURTURE AND WELL BEING, WILL ENSURE THAT WE ARE ABLE TO PROVIDE ADDITIONAL INTERVENTIONS THAT SUPPORT SOCIAL AND EMOTIONAL LEARNING, FOR IDENTIFIED PUPILS. STAFF WILL BE TRAINED TO DEVELOP THE SKILLS AND CONFIDENCE TO STEP IN AND GUIDE PUPILS TOWARDS THE SUPPORT THEY NEED. IN DOING SO, THEY CAN SPEED UP A YOUNG PERSON'S RECOVERY, STOP ISSUES FROM DEVELOPING INTO A CRISIS, AND ULTIMATELY SAVE LIVES. INTERVENTIONS WHICH TARGET SOCIAL AND EMOTIONAL LEARNING (SEL) SEEK TO IMPROVE PUPIL'S INTERACTIONS WITH OTHERS AND SELF-MANAGEMENT OF EMOTIONS, RATHER THAN FOCUSING DIRECTLY ON THE ACADEMIC OR COGNITIVE ELEMENTS OF LEARNING. SEL INTERVENTIONS WILL FOCUS ON THE WAYS IN WHICH OUR PUPILS WORK WITH AND ALONGSIDE THEIR PEERS, STAFF, FAMILY AND COMMUNITY.

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Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
<p>Staff complete 6 week ELSA mental health training (1 staff member)</p> <p>Learning mentor employed to provide nurture / well being support</p>	<ul style="list-style-type: none"> • Learning mentor to complete ELSA training • Pupils and staff need for mental health support will be recognised, and a clear pathway will be identified. • Children continue to display improved attitude to learning and learning behaviours • Children's confidence and resilience improves, leading to improved academic outcomes and a love of life-long learning 	<p>Identified pathways for pupils acknowledged as needing additional mental health support are accessed.</p> <p>CPOMS logs</p> <p>Evidence from multi-agency meetings.</p> <p>Evaluation from learning mentor/ELSA/inclusion manager/CT</p> <p>Parent feedback</p> <p>Pupil questionnaire and feedback</p>	<p>£ 600 per training course for 1 person</p> <p>AUT/SPRG Cost £1776</p> <p>SUMMER Costs £888</p>	<p>Are there identified pathways for children requiring support and are these being accessed?</p> <p>What is the impact on attitudes to learning and academic outcomes for these pupils?</p> <p>Is there an impact on attendance?</p>

4: Investment in online learning

RATIONALE: ENSURING THE SCHOOL HAS SUFFICIENT IT PROVISION SO THAT PUPILS CAN BECOME CONFIDENT IN ACCESSING LEARNING REMOTELY AND ENABLE THEM TO WORK AT THEIR OWN PACE WHILST TEACHER CAN EFFECTIVELY PLUG GAPS AND ACCELERATE PROGRESS. INTERVENTIONS CAN BE TAILORED TO NEEDS AND ACCESSED AT HOME OR IN SCHOOL. THIS WILL FORM A PART OF A BLENDED LEARNING APPROACH.

evidence taken from

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Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
Purchase an additional set of Chrome books	<ul style="list-style-type: none"> • Children continue to display improved attitude to learning and learning behaviours • Children able to access the full curriculum online with enthusiasm • Children’s confidence and resilience improves, leading to improved academic outcomes and a love of life-long learning • Pupils able to access learning at home as extended learning or continued learning in a lock down situation easily. • Pupils making accelerated progress using technology in 1:1 sessions to catch up and plug gaps. 	Evaluation from learning mentor/ELSA/inclusion manager/CT Pupil voice Parent feedback Teacher assessment and pupil feedback.	£4200	What is the impact on attitudes to learning and academic outcomes for these pupils? Are all pupils able to access learning at home. If not how can this be addressed?

Total £16628