



### Coronavirus (COVID-19): Catch Up Funding Plan 2020-2021

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. The Education Endowment Foundation has released its School Planning Guide which schools can use to develop their plans for the premium.

#### **Baseline Evaluation – September 2020**

Baseline assessments were carried out on all classes in September 2020 using standardised tests and wholistic teacher assessments and observations.

|                 | <b>% Target EXS and above</b> | <b>Actual % EXS and above</b>                      | <b>% Pupils on track (based on prior attainment)</b> | <b>Identified Needs</b>  |
|-----------------|-------------------------------|--|--|--|
| <b>Year One</b> | R 0%<br>W 0%<br>M 0%          | R 0%<br>W 0%<br>M 0%                               | R 3.7%<br>W 0%<br>M 0%                               | Reading and writing: Daily supported reading, daily phonics sessions and phonics interventions for most children, weekly reading comprehension interventions, daily handwriting sessions.<br><br>Maths: Daily intervention for children as needed.<br>Well-being: Group and individual profiles.<br><br>See class improvement plans for details. |
| <b>Year Two</b> | R 56.5%<br>W 56.5%<br>M 73.9% | <b>R 30.4%</b><br><b>W 26.1%</b><br><b>M 21.7%</b> | <b>R 43.5%</b><br><b>W 39.1%</b><br><b>M 60.9%</b>   | Reading and writing: Daily supported reading, daily phonics sessions and phonics interventions for most children, twice weekly reading comprehension interventions, daily handwriting sessions.<br><br>Maths: Daily intervention for children as needed.<br>Well-being: Group and individual profiles.   |

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|                   |  |   |  | See class improvement plans for details.  |
| <b>Year Three</b> | <b>R 56.5%</b><br>+FS - 52%<br><b>W 60.9%</b><br>+FS - 56%<br><b>M 60.9%</b><br>+FS - 56%    | <b>R 4.3%</b><br>+FS - 4%<br><b>W 4.3%</b><br>+FS - 4%<br><b>M 0%</b><br>+FS - 0%               | <b>R 30.4%</b><br>+FS – 28%<br><b>W 13.0%</b><br>+FS -12%<br><b>M 21.7%</b><br>+FS – 20%       | Reading and writing: Daily reading sessions, daily phonics sessions for those needed, and phonics interventions for identified children, reading comprehension interventions, daily handwriting sessions, writing stamina interventions.<br><br>Maths: Daily intervention for children as needed.<br>Well-being: Group and individual profiles.<br><br>See class improvement plans for details. |
| <b>Year Four</b>  | <b>R 51.2%</b><br>+FS -48.8%<br><b>W 48.8%</b><br>+FS -46.5%<br><b>M 56.1%</b><br>+FS -53.5% | <b>R 17.9%</b><br>+FS -16.3%<br><b>W 22%</b><br>+FS -20.9%<br><b>M 9.8%</b><br>+FS -9.3%        | <b>R 34.1%</b><br>+FS -32.6%<br><b>W 31.7%</b><br>+FS -30.2%<br><b>M 26.8%</b><br>+FS -25.6%   | Reading and writing: Daily reading sessions, phonics interventions for few identified children, reading comprehension interventions, daily handwriting sessions, writing stamina/ grammar interventions.<br><br>Maths: Daily intervention for children as needed.<br>Well-being: Group and individual profiles.<br><br>See class improvement plans for details.                                 |
| <b>Year Five</b>  | <b>R 71.8%</b><br>+FS -65.1%<br><b>W 53.8%</b><br>+FS -48.4%<br><b>M 74.4%</b><br>+FS -69.8% | <b>R 35.9%</b><br>+FS – 32.6%<br><b>W 23.1%</b><br>+FS – 20.9%<br><b>M 35.9%</b><br>+FS – 32.6% | <b>R 51.3%</b><br>+FS – 46.5%<br><b>W 38.5%</b><br>+FS -34.9%<br><b>M 46.2%</b><br>+FS - 44.2% | Reading and writing: Daily reading sessions, phonics interventions for key identified children with 1:1 support, reading comprehension interventions, daily handwriting sessions, writing / grammar interventions.<br><br>Maths: Daily intervention for children as needed.<br>Well-being: Group and individual profiles.<br><br>See class improvement plans for details.                       |
| <b>Year Six</b>   | <b>R 70%</b><br>+FS – 65.9%  | <b>R 50%</b><br>+FS – 45.5%   | <b>R 67.5%</b><br>+FS – 63.6%  | Reading and writing: Daily reading sessions, reading comprehension interventions, daily handwriting sessions, writing stamina/ grammar interventions.   |

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|  | <b>W 55%</b>   | <b>W 25%</b> | <b>W 60</b>    | Maths: Daily intervention for children as needed.<br>Well-being: Group and individual profiles. |
|  | +FS – 50%      | +FS – 22.7%  | +FS – 56.8%    |   |
|  | <b>M 72.5%</b> | <b>M 25%</b> | <b>M 47.5%</b> | See class improvement plans for details.  |
|  | +FS – 70.5%    | +FS – 25.0%  | +FS – 47.7%    |   |

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| <b>School Funding Allocation</b> | <b>225 x £80 = £18,000</b> |
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### Targeted Support

| Action  | Intended outcome   | Estimated impact   | Cost  | Comments |
|---|--|--|---|----------|
| <b>Additional adult (LSA) two afternoons per week to enable KS1 classes to develop reading comprehension skills.</b>  | <b>Y2 – boost percentage of EXP and GDS, Y1 – boost percentage of GDS.</b>   | <b>Y2 – boost percentage of EXP and GDS, Y1 – boost percentage of GDS.</b>                 | <b>6hrs x per week Grade V<br/>6 * 38 weeks at £12.50 per hour = £2,850</b> |          |
| <b>Additional specialised teacher for 1x day.<br/>Half a day in Y2<br/>Half a day specialised MFL teaching in KS2</b> | <b>Y2 children quality first teaching of core subjects<br/>MFL is taught well and supports a broad and balanced curriculum</b> | <b>Children experience the broad and balanced curriculum offer missed during lock down</b> | <b>0.2 at M4<br/>£8,269</b>   |          |

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| <p>Additional LSA support five days per week in Y1 for Phonics/Daily supported reading intervention</p>    | <p>Children are taught in smaller, focus groups to ensure they make rapid progress in reading. Writing progress is also supported.</p> | <p>Gap to national narrowed:</p>   | <p>4.5hrs per week (Grade Vii) at £14.10 per hour = <b>£2,411.10</b></p> <p>2.5hrs per week (Grade Vi) at £13.00 per hour = <b>£1,235</b></p> <p>2.5hrs per week (Grade V) at £12.50 per hour = <b>£1,187.50</b></p> |  |
| <p>Specialised teaching through a sports coach to offer broad and balanced curriculum</p>                  | <p>Fill subject area gaps left from lockdown. Provide quality sports teaching.</p>   | <p>Children are happier, healthier and have a greater sense of wellbeing.</p>  | <p>Grade Vii – 0.5 sports coach<br/><b>20 hours per week</b><br/><b>£11,510</b></p>  |  |
| <p>Purchase of Chrome books for use in intervention and for home learning access for vulnerable pupils</p> | <p>To enable a fully blended learning experience for vulnerable children due to only receiving six laptops from the DFE provision.</p> | <p>All children can access the full blended and online offer because of access to quality devices and learning loss is minimised</p> | <p>10x £250</p>  |  |
| <p>Creation of blended learning champion post.</p>   | <p>To enable a fully blended learning experience for all children in the event of full or partial closure.</p>                         | <p>The blended learning offer is driven forward to provide a quality experience for staff, children and parents.</p>                 | <p>TLR 3 £1000</p>   |  |

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| Provision provided by learning mentor and family link worker.  | Anxiety levels decrease as there is a systematic program of wellbeing led interventions.   | Children are emotionally resilient and ready to access academic learning. Attendance of key children increases                      | LF and BT salaries<br>LF £23,721 & BCT £21,884                              |  |
| Provision and training of mental health first aider.   | Anxiety levels decrease and a proactive approach is taken to address mental health needs.  | Children are emotionally resilient and ready to access academic learning. Staff mental health improves, and staff absence decreases | £300 Training costs   |  |
| The Thrive approach online system has been renewed to allow staff to plan wellbeing interventions for all children.        | A proactive approach to addressing mental health needs is taken and wellbeing levels are monitored and actively worked on across the school. | Children are emotionally resilient and ready to access academic learning.   | £2000   |  |
| Walking bus provision provided for identified children.  | Attendance and punctuality levels improve for identified children and supports the whole school attendance and punctuality figures.          | Children are on time, ready to learn and making good progress.  | Staffing hours for walking bus provision<br>XX hours at £12.50 per hour = £ |  |
| Additional HLTA to support therapeutic teaching provision for high needs children to reduce anxiety and promote wellbeing. | Reasonable adjustments are made to ensure high needs children are able to access their learning and make good progress.                      | Children make accelerated progress and narrow gaps more quickly toward age related expectations in core subject areas.              | 0.5 hours Grade Vii Cover supervisor<br>16.25 hours per week<br>£10,336     |  |

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| Total spend: £ |  |  |
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