



Introduction

In February 2021, the government announced additional funding to support children and young people to catch up lost time after school closure. Mainstream schools will get an additional £80 per pupil paid in three tranches over the academic year 2020-21. Schools must use this funding for ***specific activities to support their pupils to catch up for lost teaching.***

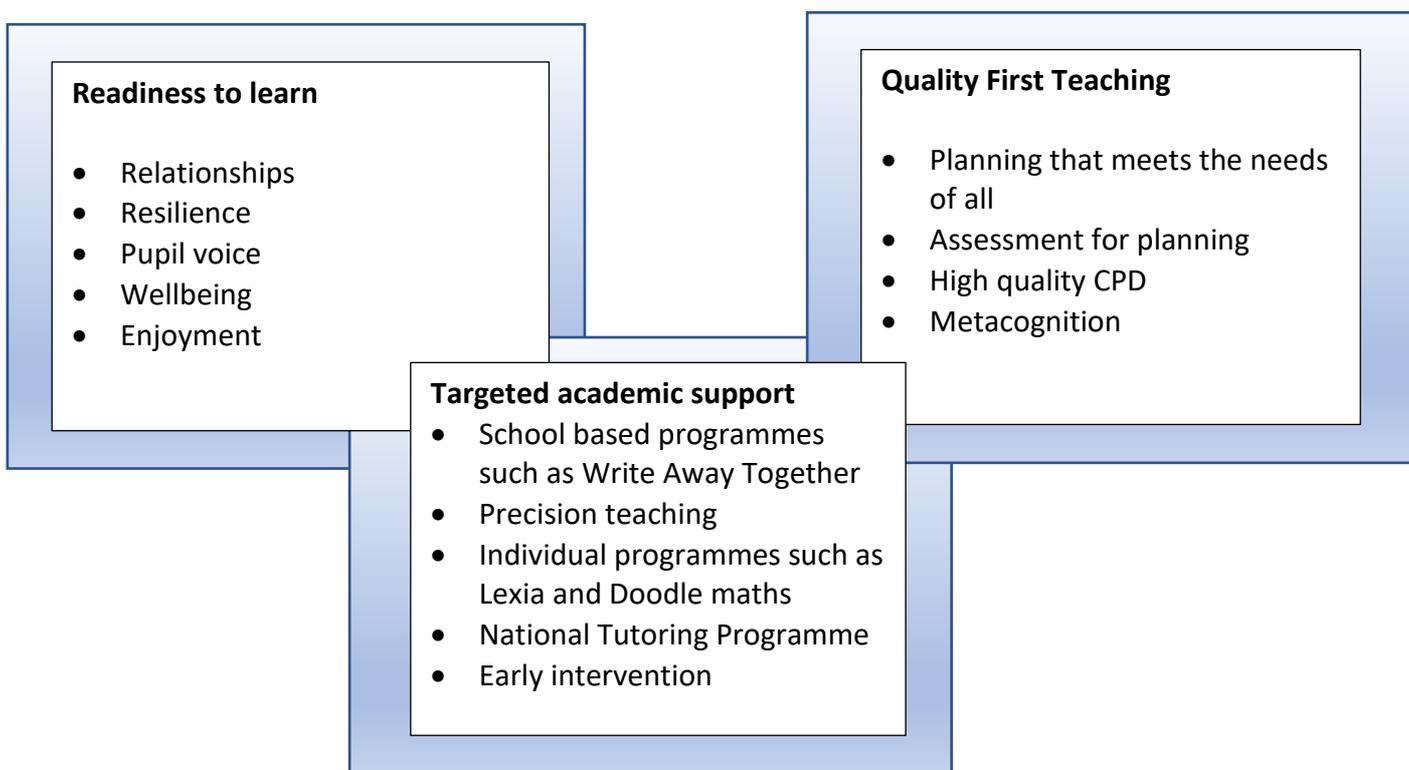
At present the school has 484 pupils on role which gives the school a budget of £38,720 for this project.

Identified barriers

- Our internal data indicates that predicted outcomes for writing are lower than for reading and maths across the school. The OFSTED report from 2018 also indicates that the school needs to ensure that disadvantaged pupils and those higher attaining pupils need to make better progress in writing during their time in school. Pupils have fallen further behind during the COVID-19 school closures.
- Our school admits a further 50 children at Y3 and this year the data received from our feeder schools this year showed slower than expected progress for many children from the EYFS starting points. This cohort also has a high percentage of children with special educational need or disability. This year group has been identified as being vulnerable.
- Engagement records from the 2021 school closure indicate that approximately 18% of the children in the school did not access or did not fully access the remote learning. This was for several reasons: family circumstances, IT issues and reported mental health and wellbeing issues. A small number of families chose not to accept the offer of a laptop or a school place. Some parents reported to teachers that children felt sad and demotivated due to lack of social contact. For this reason, some children returning to school will have gaps in their learning.

School priorities

Using the research from the EEF Guide to supporting school planning: a tiered approach to 2021 and Barry Carpenter's work on the Recovery Curriculum, the school has planned the following approach.



How will we prioritise the catch-up funding?

Autumn Term 2020

Approach	Intended outcome	Cost
Additional teacher in Y3, Y4, Y5 and Y6 each morning from October to December.	Targeted academic support for vulnerable pupils will ensure gaps in learning are addressed and pupils make good progress.	£13,000

March – July 2021

Approach	Intended outcome	Cost
Additional part-time teacher in Y1 and Y4	Targeted academic support for vulnerable pupils will ensure gaps in learning are addressed and pupils make good progress.	£22,800
National Tutoring Programme	Targeted academic support for vulnerable pupils will ensure gaps in learning are addressed and pupils make good progress.	£3,000
		£38,000

We will also be using the school's existing resources (such as Pupil Premium Funding and HLTAs) to ensure children in all year groups have access to this planned approach to accelerate learning.

How will we evaluate our strategy?

We will evaluate the impact of strategy by constant monitoring to check that our processes are working. All targeted support programmes will be recorded on Edukey provision maps enabling impact and cost effectiveness to be monitored. Teachers will keep updated formative assessments on DCPro to identify next steps in learning for each pupil. End of year summative assessments will show progress against baseline December data. It is important to note that children will progress through the curriculum at different rates and for some this may take months or even years. What is important is that children's individual needs are assessed, and actions and programmes put in place to accelerate progress over time.

Readiness to learn

Action	Intended outcome	Staff lead	Review date
Teachers in KS2 to meet 1:1 with each child during the first week back to reconnect with them and identify any barriers.	Children's voice will be heard in planning any additional work that will support them to make up for lost time in school.	HT	12.03.21
HSLW and ELSA to plan for group and individual interventions to help children settle back into school.	Any pupils who need additional support for their mental health and wellbeing will have a planned programme to help them reconnect with classroom learning.	HSLW/HT	19.03.21
Teachers in EYFS and KS1 to read 1:1 with each child in their class to both see where they are with reading but to also reconnect and have an opportunity to chat with them.	Children's voice will be heard in planning any additional work that will support them to make up for lost time in school.	DHT	12.03.21
Teachers to plan for lots of opportunities during the first week back for their class to reconnect with each other.	Children will have time to talk and play with their classmates to help them settle back into school and be more ready to learn.	HT	12.03.21
Teachers to keep a focus of wellbeing and enjoyment through the summer term to keep children motivated. For example, through active lessons and learning outside the classroom.	Children will look forward to coming to school and to their lessons which we would expect to have an impact on their outcomes.	SLT	31.05.21

Quality First Teaching

Action	Intended outcome	Staff lead	Review date
Hold a Professional Development Meeting (PDM) on formative assessment.	Teachers will be reminded of the best practice for ongoing diagnostic assessments to inform next step planning. Teachers to use diagnostic questions in their teaching.	DHT	11.03.21
Review how current planning for maths and English can be adapted to better meet current needs.	Each teacher will plan their own maths and English lessons based on the needs of their class.	SLT	25.03.21

Hold PDM on using the iPads actively in class for recording assessments on DCPro	Teachers will keep DCPro updated regularly and use the information to plan the next steps for their class.	DHT	15.03.21
Monitor lessons to ensure children have the resources they need to be independent learners.	Children will be able to work independently using number lines and phonics mats (for example) and will take better ownership of their learning.	AHTs	Week beginning 15.03.21
Put together a learning toolkit for each child with resources they can use to help them with their learning such as spelling mats and hundred squares.	Children will be able to work independently using number lines and phonics mats (for example) and will take better ownership of their learning.	AHT T&L HT	30.03.21
Teachers to hold progress meetings with individual children to discuss progress and to set next step learning targets.	Children will take ownership of their learning and will know what their next steps are.	SLT	23.04.21

Targeted academic support

Action	Intended outcome	Staff lead	Review date
All year groups to meet with SLT to agree focus groups and intervention programmes.	There will be a good understanding across the school of where children are in their learning and which programmes would benefit them .	HT DHT	01.03.21
Y3 and Y4 to trial a mastery approach to addressing gaps and misconceptions from morning learning by revisiting lessons with identified children during the afternoon.	Teachers will know which children need additional support and revisit on the same day, allowing children to be ready for the next day's learning.	HT AHT T&L	31.03.21
Y3 and Y4 to trial using pre-teaching to prepare vulnerable pupils for the next week's learning.	Vulnerable children will feel more confident to approach new learning and should experience more success.	HT AHT T&L	31.03.21
Hold parent/teacher meetings to ensure teachers and parents have a chance to discuss where children are in their learning and what their next steps are.	There will be a joined-up approach towards the learning for each child between home and school which should enable children to make better progress.	DHT	15.03.21

Identify vulnerable pupils to have additional tutoring through the National Tutoring Programme	Identified children will make accelerated progress because of targeted 1 2 1 tuition.	HT	5.3.21
Identification of additional needs through assessment to inform intervention and provision planning. (Assess, plan, do, review) Evaluation of SEND Register.	Children with additional needs will have clearly identified outcomes, with targeted and specialist provisions in place to enable them to meet these.	AHT- Inclusion/ Teachers	Ongoing
Use additional teachers and HLTAs to cover classes during the afternoon to enable teachers to spend time with children to go over misconceptions from the morning lessons and to pre-teach new content.	Teachers will be able to address any issues promptly in small group sessions which we would expect to have an impact on children's ability to make accelerated progress.	SLT	30.3.21 31.5.21