

## Allocation of catch up funding spend

Based on guidance from the EEF document 'Covid Support Guide for Schools'

*'This guide is designed to help teachers and school leaders support their pupils, by equipping them with an overview of relevant evidence. It is designed in particular to support and inform decisions about how to use catch-up funding announced in June 2020.*

*The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.*

*Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children.*

*It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.'*



Teaching and whole-school strategies	Advice / assessment		£9,840	Must consider how these elements will be measured
Aspect			Cost	Impact
Supporting great teaching	Ensuring <b>every teacher is supported and prepared for the new year</b> is essential to achieving the best outcomes for pupils. Providing <b>opportunities for professional development</b> —for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.	<ul style="list-style-type: none"> <li>• <i>Time for curriculum adjustments</i></li> <li>• <i>Training from SIA supported detailed understanding of Ofsted's requirements and best practice.</i></li> <li>• <i>Phasing of return very clearly established to reduce pressure and clarify focus – see recovery curriculum</i></li> <li>• <i>Training to be given on use of multimedia platforms for remote learning e.g Team Dojo, Teams,</i></li> <li>• <i>Additional technology (tablets) purchased to support teachers' and TPs engagement</i></li> <li>• <i>CanDoMaths resources and diagnostics in use across school</i></li> <li>• <i>Engagement in GSP CPD Framework</i></li> <li>• <i>Gap analysis e.g. early reading, reading and maths</i></li> <li>• <i>Understanding parameters for assessing gaps</i></li> </ul>	£0 from Catch Up Fund	<ul style="list-style-type: none"> <li>• Curriculum has been specifically adapted for mixed classes</li> <li>• Rapid progress has been made through the RWI scheme</li> <li>• iPad have been used to support TA's creating videos which can be accessed</li> <li>• Can Do assessments are helping to inform planning</li> <li>• Google Form and Sway training has taken place – this has been reviewed and was not the most effective so we are now going to trial dojo.</li> </ul>

	<p>Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. <b>Ensuring teachers have training and support to adjust to these changes</b> is likely to improve the quality of teaching as all pupils return to school.</p>	<ul style="list-style-type: none"> <li>• <i>INSET day in September to support all staff understanding of school day.</i></li> <li>• <i>Questionnaires to parents to evaluate home learning – Google Forms</i></li> <li>• <i>Focus on how to play/interaction – modifying OPAL (rotating equipment), additional play equipment for each zone</i></li> </ul>	<p>£0 from Catch Up Fund</p>	<ul style="list-style-type: none"> <li>• <i>Daily timetable updated and adjusted</i></li> <li>• <i>Catch up provision – afternoon interventions agreed</i></li> <li>• <i>Google Forms have given some insight but further parent voice is required</i></li> <li>• <i>Resources in school have been audit and these have been organised on a covid safe rotational programme</i></li> </ul>
	<p><b>Early career teachers</b>, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.</p>	<ul style="list-style-type: none"> <li>• <i>Teams around them help to ensure they feel supported.</i></li> <li>• <i>Frequent meetings with the HT to reflect on their support package.</i></li> <li>• <i>GSP Programmes</i></li> </ul>	<p>£0 from Catch Up Fund</p>	<ul style="list-style-type: none"> <li>• <i>GSP training has been utilised</i></li> <li>• <i>Meetings set up during INSET days</i></li> </ul>
Pupil assessment and feedback	<p>Setting aside time to <b>enable teachers to assess pupils' wellbeing and learning</b> needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p>	<p><b>Pastoral:</b></p> <ul style="list-style-type: none"> <li>• <i>Class-specific PSHE; pastoral support programmes, PPM identify children in need of further pastoral support</i></li> <li>• <i>Trauma Informed training to be given to staff – HT to attend Barry Carpenter training</i></li> <li>• <i>Staff given lines of support</i></li> </ul> <p><b>Parental input:</b> <i>Check ins with parents during isolation periods, staff present at the start and end of the day</i></p> <p><b>Academic assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Phonics, reading, writing and maths assessments completed and analysed against:</i> <ul style="list-style-type: none"> <li>○ <i>regression;</i></li> <li>○ <i>missed learning;</i></li> <li>○ <i>new learning</i></li> </ul> </li> <li>• <i>Ensure monitoring of writing and maths is as specific and targeted as reading and phonics.</i></li> <li>• <i>Discuss and monitor lesson design to ensure this builds on low stress high impact approaches</i></li> </ul>	<p>£0 from Catch Up Fund</p>	<ul style="list-style-type: none"> <li>• <i>Pastoral support programmes have been run where needs have been identified</i></li> <li>• <i>Trauma informed training booked for Spring Term</i></li> <li>• <i>HT in attendance at Trauma informed training</i></li> <li>• <i>Check in's take place regularly during periods of isolation</i></li> <li>• <i>Staff available during the start and end of day</i></li> <li>• <i>All assessments carried out for baseline and Autumn 2</i></li> </ul>
Transition support	<p><b>All pupils will need support to transition back to school.</b> However, there are particular challenges for</p>	<ul style="list-style-type: none"> <li>• <i>Transition planning provided to receiving teacher/school</i></li> <li>• <i>Eased transition for Reception children</i></li> <li>• <i>Curriculum planning adapted following Ofsted guidance.</i></li> </ul>	<p>£0 from Catch Up Fund</p>	<ul style="list-style-type: none"> <li>• <i>Smooth transitions for pupils returning to school</i></li> </ul>

	<p>pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues, including between primary and secondary schools where possible</p>	<ul style="list-style-type: none"> <li>• <i>Attendance Officer pivotal in understanding family pressures – on the gate every day</i></li> </ul>		<ul style="list-style-type: none"> <li>• Curriculum planning to meet children’s needs – i.e. speed sounds, Inter Rail work</li> <li>• Attendance officer working closely with families</li> </ul>
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Aspect	Advice		Cost	Impact
<b>Targeted Support</b>				
One to one and small group tuition: Reading	Close link between teacher, the person intervening and the child  Highest need pupils assessed.	<ul style="list-style-type: none"> <li>• <i>Additional Teaching Partner time – afternoon sessions for RWI and one to one reading</i></li> <li>• <i>Teachers and teaching partners: Identify priority readers</i></li> <li>• <i>Hear every child read every week</i></li> <li>• <i>Purchase of new texts – linked to RWI scheme</i></li> <li>• <i>Online RWI subscription</i></li> <li>• <i>Oxford Owl online links</i></li> <li>• <i>Link to home remotely to ensure reading is being prioritised.</i></li> <li>• <i>National Tutoring Programme contacted and requested</i></li> </ul>	NTP – £3,375 for the first 15 weeks sessions  After School Tuition 1,500  Further money available for additional R support (further to that of the PP strategy) and more booked NTP sessions = £4965	<ul style="list-style-type: none"> <li>• <i>Reading interventions have been taking place during the afternoons</i></li> <li>• <i>Priority readers identified</i></li> <li>• <i>New texts being utilised</i></li> </ul>
Reading comprehension		<ul style="list-style-type: none"> <li>• <i>Crack it Comprehension purchased</i></li> <li>• <i>After school tuition sessions for Y2 pupils</i></li> <li>• <i>National Tutoring Programme contacted and requested</i></li> </ul>	£300 - crack it comprehension	<ul style="list-style-type: none"> <li>• <i>Crack it comprehension being used weekly</i></li> <li>• <i>After school tuition focussed on comprehension weekly since week 3.</i></li> </ul>
Maths		<ul style="list-style-type: none"> <li>• <i>After school tuition sessions for Y2 pupils based on gaps identified by class teachers – run by teachers within school.</i></li> <li>• <i>New scheme introduced for one to one tuition – easier identification of gaps</i></li> <li>• <i>National Tutoring Programme contacted and requested</i></li> <li>• <i>Purchase of Doodle Maths</i></li> </ul>	After School Tuition 1,500	<ul style="list-style-type: none"> <li>• <i>After school tuition focussed on Maths gaps weekly since week 3.</i></li> <li>• <i>Use of Inter Rail has ensured gaps are addressed rapidly</i></li> <li>• <i>Doodle Maths gives an insight in to gaps which need to be addressed</i></li> </ul>
Pastoral support		<p><b>Learning Mentors</b></p> <ul style="list-style-type: none"> <li>• <i>Intervention support given to children where required</i></li> <li>• <i>Bespoke curriculum design where required (time limited)</i></li> </ul> <p><b>Lunchtime</b></p>	£0 Catch up fund	<ul style="list-style-type: none"> <li>• <i>Bespoke curriculum where required</i></li> <li>• <i>Resources have been audited and are on a rotation for playtimes</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Additional resources to enable effective zoning of playground with games etc</i></li> <li>• <i>Wet-play games and activities</i></li> </ul>		
Reception and Nursery targeted input		<ul style="list-style-type: none"> <li>• <i>Baseline assessments completed by half term and used to directly influence whole class teaching and support targeted at need</i></li> <li>• <i>Curriculum design altered to reflect assessment information</i></li> </ul>	£ Extra hours for TP	<ul style="list-style-type: none"> <li>• <i>Baseline assessments completed in RWI, Inter Rail, Insight – Reading, Writing and Maths</i></li> </ul>
Behaviour support for specific children		<ul style="list-style-type: none"> <li>• <i>Personalised behaviour plans developed with parents and external agencies</i></li> <li>• <i>Adapted and personalised curriculum offer where required</i></li> <li>• <i>Additional staff support</i></li> </ul>	See above	
Oral language support		<ul style="list-style-type: none"> <li>• <i>Primary talk used to guide and underpin the curriculum</i></li> <li>• <i>LA Oracy Project – Voice 21</i></li> </ul>	£0 from catch up fund	<ul style="list-style-type: none"> <li>• <i>School has been accepted in to the project</i></li> </ul>
Extended school time	To be effective, must be supported by parents and staff	<ul style="list-style-type: none"> <li>• <i>After school tuition using teachers within school – Y2</i></li> <li>• <i>After school tuition using NTP</i></li> </ul>	See above for costing	<ul style="list-style-type: none"> <li>• <i>NTP has been applied for</i></li> </ul>

Aspect	Advice		Cost	Impact
<b>Wider strategies</b>				
Supporting parents and carers	Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Parents' evenings postponed but all parents offered phone conversation in October</li> <li>During periods of isolation telephone communication will be made.</li> </ul>	£0 from catch up fund	<ul style="list-style-type: none"> <li>Parents evening took place via phone calls</li> </ul>
Reading	for example, offering advice about effective strategies for reading with children.	<ul style="list-style-type: none"> <li>INSET time dedicated to TA's producing a bank of stories</li> <li>Teachers to record stories for children</li> <li>RWI online and Oxford Owl publicised</li> <li>Newsletter offers fortnightly advice on reading</li> <li>Letter communication</li> <li>Purchase of Doodle English</li> <li>Run sessions on 'reading with your child' in KS2, KS1 / EYFS.</li> </ul>	Cost of Doodle English	<ul style="list-style-type: none"> <li>Stories and Inter Rail sessions recorded by TA's in the event of bubble closure</li> <li>RWI online added to website links</li> <li>Reading 'championed' in communication</li> <li>Doodle English being utilised</li> </ul>
Access to technology	As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.	<ul style="list-style-type: none"> <li>I pads purchased</li> <li>Need to assess which children need access to computers at home: use google forms, phone calls, Doodles for the monitoring and check facility. Ensure printed work is delivered where required.</li> </ul>	£0 from catch up fund	<ul style="list-style-type: none"> <li>Programmes installed on ipads</li> <li>Rota set in place</li> <li>Staff aware they can use these to support with remote learning</li> </ul>
	In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	<ul style="list-style-type: none"> <li>Remote Learning in place</li> <li>Training on the use of platforms needed.</li> <li>Monitoring to be effective by SLT</li> </ul>	£0 from catch up fund	<ul style="list-style-type: none"> <li>Website used as a platform, SWAY PPT's, Voiceovers, RWI videos and Google forms.</li> <li>Decision taken to move to Class Dojo for periods of bubble isolation so that communication can be more effective</li> <li>Training has been given on all areas</li> </ul>

