



Catch Up Funding Planning and Reporting 2020 - 21

Total catch up funding received		£5760		
Priorities for Change (no more than 3) based on assessment/ observation data		>Ensure children are emotionally ready for returning to formal learning >Ensure consistent high-quality teaching and learning across the school >Supporting parents & carers		
Key questions	Actions	Milestone by December 2020	Milestone by April 2021	Milestone by July 2021 Evaluation
Teaching: "evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."				
What new routines and habits do teachers and other staff need to integrate into their work? How have we raised our capacity to make those changes and ensure they are sustainable?	>All children have access to a broad and balanced curriculum >Intervention to take place as part of first quality teaching and is planned for within the lessons >Planning is adjusted to address common 'gaps' and pupils identified for targeted support where appropriate. >Verbal feedback used to make next steps explicit to children (develop use of visualisers) >Opportunities for inhouse and external CPD for staff >Focus on high-quality remote learning Cost: £650	>All subjects will be planned with increased consideration for how pre-requisite knowledge will be taught alongside new learning so that gaps can be reduced >Children are engaged in outdoor learning which encourages reconnection, builds confidence and independence – wild tribe and outdoor learning are a regular feature of school life >Visualisers to be used as a tool to support teaching and learning in the classrooms >Puma/Pira to support teacher assessments >Procedures in place for remote learning in the event of a bubble closure Evaluation: Fortunately, it has not been needed, but a clear remote learning plan is in place in case of bubble closures and has been shared with parents. Quality first teaching is supporting children on their learning journey appropriate to their current needs. Pupil progress meetings identified that children are still finding it challenging to sustain their focus/attention throughout the afternoons. It is also taking longer to complete tasks that staff know would have been completed more efficiently prior to lockdown. Strategies in place to support teaching and learning, and we will continue with the model of one subject per afternoon for the time being to continue to build resilience and stamina.	>Explore metacognition strategies – knowledge organisers and graphic organisers >Targeted support in place where appropriate >Planning continues to identify outdoor learning/PSHE opportunities as a priority >Continue to develop the use of concept trackers >Puma/Pira to support teacher assessments >All pupils to regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day Evaluation:	>Directed and self-directed online training opportunities to enhance pedagogy >Targeted support in place where appropriate >Planning continues to identify outdoor learning/PSHE opportunities as a priority
Targeted academic support: structured academic support provided 1:1 or in small groups, linked to classroom teaching				
Is there a clear understanding of what is being implemented and how? Are targeted interventions clearly communicated between teacher and person	>Structured interventions <ul style="list-style-type: none"> • Small group tuition • One to one support • Support for the teaching of maths • Remote learning support 	>Additional TA to support the teaching of maths within Class 2 – enabling one adult to be focused on a year group >Targeted use of TAs to support 1:1 / small groups alongside quality first teaching >Online resources support the engagement in learning opportunities outside of school but will also offer support to families during remote learning	>Monitor impact of the additional support with Maths in Class 2 and plan forward >Targeted use of TAs to support 1:1 / small groups alongside quality first teaching >Additional apps to be purchased to support identified areas of need	>Potential of an additional afternoon of support for small group interventions >Impact? Progress? Effectiveness? What will be in place for September 2021



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<p>delivering targeted support?</p>	<p>Cost: £4,375</p>	<p>Evaluation: It has been a success being able to support maths in Class 2 whilst working within our Covid guidelines of cross bubble working. Across the week the TA supports one of the year groups which has enabled small group focused learning opportunities. This will continue into next term. TT Rockstars and Numbots have been extremely successful and set challenges are encouraging engagement. Celebrating our rockstars each week in assembly is also raising the profile of TT.</p>		
<p>Wider strategies: including attendance, behaviour and social and emotional support</p>				
<p>How will we be best placed to respond to new challenges that arise during the academic year ahead eg significant falls in attendance?</p>	<ul style="list-style-type: none"> >Start the year with a carefully planned return to school – including staggered transitions to new classes >Implement our return to school roadmap (Autumn 1) - reset for recovery, recover for wellbeing and rebuild for learning >Prioritise PSHE and outdoor learning >Additional online learning resources to be purchased >Support for the emotional needs of individuals >Effective communication with parents >Supporting parents and carers <p>Cost: £735</p>	<ul style="list-style-type: none"> >Children will have returned to school and successfully transitioned to their new classes >Children will have greater opportunities to access learning at home >Children are engaged in outdoor learning which encourages reconnection, builds confidence and independence – wild tribe and outdoor learning are a regular feature of school life >Subscription purchased to an online PSHE resource >Effective routines and revised structures in place ensure that everyone is feeling safe, alongside social and emotional support >Alternatives to parents evening and effective communications >Continue to use the newsletter as a source of support for parents – FSM information, keeping safe online, how to access mental health support >1:1 counselling sessions in place 	<ul style="list-style-type: none"> >Monitor emotional resilience, stamina etc and begin to plan ahead for a return to full curriculum delivery >Clearly communicate changes to routines as guidance changes over time >Planning continues to identify outdoor learning/PSHE opportunities as a priority 	<ul style="list-style-type: none"> >Impact? Progress? Effectiveness? What will be in place for September 2021 >Planning continues to identify outdoor learning/PSHE opportunities as a priority
		<p>Evaluation: Return to full opening was very successful and we were amazed by the resilience the children showed. So much so, we reduced the period of time they spent in their previous class and started the transition process earlier than planned. Parents evenings took place in Autumn 2 and we used a phone call system as the school site was still closed to visitors. Every opportunity is being used for quality outdoor learning and PSHE. Counselling sessions are in place with regular reviews taking place.</p>		