

Catch Up Funding (Covid 19)

<p>The government has allocated approximately £80 per pupil to support catch up initiatives following the opening of schools. The information below provides information of where this money will be targeted and the intended impact.</p>			
Total number of pupils on roll (Autumn census)	470	Catch up allocation	£38,000 Actual spend £50,193.20
Proportion of PPG pupils	17.93%	Publish date	November 2020
Proportion of SEND pupils	16.03%	Review date	July 2021
Lead	Mrs Pip Utting Headteacher	Governor Monitoring	Simon Campbell Chair of Governors

Priority areas for catch up funding (School Development Plan)	
Pupils in receipt of Pupil Premium/FSM	85
Pupils with SEND	76

Quality teaching, staffing and professional development Total for this section: £6,306				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
Release NS to support NQT plus 1 teachers	Alternate Wednesday mornings during the autumn and spring terms. NS to work in class with NQT+1 teachers to address identified targets and offer support with planning where needed.	Learning walks in line with other members of staff. Book looks in line with other members of staff.	½ day a week x 2 terms £1,100	Learning walks show that identified targets identified have been met. Book looks show that identified targets have been met. NQT+1 teachers feel supported in delivering the curriculum and addressing gaps related to Covid-19.
Chris Chen to work with subject leaders to ensure the NC is implemented successfully across all subjects, identifying opportunities for revisiting	3x mornings in autumn 1, CC to meet with subject leaders.	Planning review in spring term Pupil voice in spring term	£1600	Planning shows that pupils have opportunities to revisit prior learning and that gaps due to lockdown have been identified and planned for. Formative assessment and pupil voice shows that pupils are retaining sticky knowledge
Chris Chen to work with year leaders to identify and address gaps within year groups and ensure that all teachers understand how	4 half days in spring term, Chris to met with each year leader (NS to attend)	Planning review in spring term Pupil voice in spring term	250.00 per day x 2	Year group planning shows that pupils have opportunities to revisit prior learning and that gaps due to lockdown have been identified and planned

progression is mapped across the school in the wider curriculum				for. Year teams are confident in mapping progression across their year groups. Formative assessment and pupil voice shows that pupils are retaining sticky knowledge.
Quality First teaching INSET with AfC trainer - all staff	Training for all school staff and TAs on quality first teaching and how this is best created in classes.	Follow on staff meetings to share good practice. Lesson and book monitoring show QFT. Staff using the QFT document created by the school to measure the impact.	£250 (credit equivalent)	Staff feel more confident to explain what QFT is and show this in action. Differentiation and intervention for pupils is clear and having a direct impact on their work and learning.
RWI training for 3 staff	One teacher and two experienced TAs trained in using RWI ready to roll this out in Y3/4 and share good practice across the school.	All children regularly assessed using RWI. RWI sessions taking place weekly for target pupils and are judged as being high quality.	£189 supply cost x 3 course and 1 monitoring day. £756 RWI course costs £2600	Impact Staff have first hand RWI training and are confident in delivery of sessions. Phonics profile is raised. Targeted pupils make progress in RWI sounds and reading and gap is closed over time .

Targeted Intervention Total for this section : 39,567.20				
Action/ approach <i>(what we are going to do and</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at</i>	Cost	Impact <i>(how we will recognise success)</i>

<i>rationale for this)</i>		<i>and how often)</i>		
Teachers to offer booster classes to PP and SEN pupils Maths focus	3x Wednesdays Spring 2 term 3 x Wednesdays Summer 1 term Staff to have direct responsibility for tutoring the PP children in their class. INSET training to share the good practice of tutoring in the planned sessions and how follow up is created in the classroom.	PP children engaged in their learning and differentiation and learning tasks are more closely matched to their abilities. Staff knowledge allows them to provide appropriate challenge to the PP children, to set high aspirations but not unrealistic.	£1680.00 per term	PP/SEN progress shows the pupils engaged in tutoring making more progress than pupils not accessing tutoring. PP / SEN children feeling more engaged in their learning and making positive steps in their learning based on support and boosting carried out by their own teacher.
Additional teacher in Year 6/5 to support pupils with conferencing/booster sessions	Supply teacher used to release Year 6 teachers in order to conference/boost target pupils	Supply teacher used to provide uninterrupted, effective conferencing time for all teachers to support PP and SEN children to close gaps. PP and SEN children are fully supported in the target setting process. PP and SEN children are fully supported in their responses to marking and improvements to their own work. PP and SEN pupils aware of their next steps needed to make improvements in their work.	£11,475.60 for Y5/6 £11,475.60 for Y3/4	Learning for PP and SEN children is clearly being supported by 1:1 support from their class teacher. School work, enthusiasm and data shows an improvement. Progress of PP and SEN children can clearly be connected to the 1:1 support given by their own experienced class teacher.
	Connex Education On line	Maths intervention	5,696	Data shows all children have

Remote learning in year 6	tutors - weekly 31 Pupils in Year 6 15x1 hour sessions 3 to 4pm	Assessment data shared with tutors before and after 15 sessions		made progression Maths over the Spring term
Remote sessions 1 to 1 in Year 5 if Year 6 on line tutoring programme is successful	Connex Education On line tutors - weekly 32 Pupils in Year 5 15x1 hour sessions 3 to 4pm	Maths intervention Assessment data shared with tutors before and after 15 sessions	5,880	Data shows all children have made progression Maths over the Spring term

Attendance, wellbeing and engaging with parents Total for this section: £4,320				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
Drama Therapy	Valley Trust - to employ a therapist for 2.5 hours a week to increase therapeutic support for pupils 8 sessions per child. (approx 10 to 20 children)	Target vulnerable pupils eg witnessed DV ; LAC ; suffering from anxiety ; school refusal	£3900 pa	Children receiving Drama Therapy are happy and settled at school. Less behaviour incidents (if appropriate) or incidents of school refusal or pupil well-being improves as they have been given them an opportunity to resolve past experiences
ELSA training	2 additional members of staff enrolled on ELSA programme	Pupil voice and parent voice capture thoughts/feelings before	£420.00	Children receiving ELSA support are happy and settled at school.

	for this year KG and NC	and after ELSA sessions		Less behaviour incidents (if appropriate) Pupils have a safe place and person to explore emotions
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