

Catch Up Funding (Covid 19)

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| 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. | | | |
| Total number of pupils on roll (Autumn census) | 424 | Catch up allocation | £33,920 (£80 x 424) |
| Proportion of PPG pupils | 70 | Publish date | November 2020 |
| Proportion of SEND pupils | 66 children (16%) | Review date | Jan 2021 April 2021 |

| Quality teaching, staffing and professional development | | | | |
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| 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> |
| Focus on ensuring quality first teaching | Adapt curriculum to focus on the key skills and knowledge that children need in order to access the wider curriculum. This will be picked up in the | | £5,596 | |

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| | <p>summer term.</p> <p>Use of regular assessment strategies to quickly identify gaps in children's knowledge and adapt planning accordingly.</p> <p>Teaching will be monitored by the SLT each half term to ensure high quality of teaching across the school.</p> | | | |
| <p>Development of early reading and phonics.</p> | <ul style="list-style-type: none"> • Phonics lead to run CPD for whole school to demonstrate how to support children • Phonics assessments to take place in KS1 and Year 3 • Early morning intervention classes for pupils in EYFS-Year 2. • Development of library area for KS1. Improving accessibility to books to develop a love of reading. • Phonics lead to run workshops for parents in Year 1 and EYFS • Additional letters and sounds resources purchased for KS1 • Phase 6 age appropriate resources purchased to support children in Year 3 and 4 | | <p>£350</p> | |

| Targeted Intervention | | | | |
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| 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> |
| <p>HLTA employed to run a catch up programme in KS2- to support one year group per half term.</p> <p>HLTA to work additional afternoon sessions in Year 6 to release class teachers for targeted support.</p> | <ul style="list-style-type: none"> AD to support 1 year group per half term Mon – Thurs am RvS to release class teachers 1x pm per week for writing conferencing sessions. | <p>Termly data analysis Progress data for children in intervention groups Book looks</p> | <p>£21,826 (20 hours AD 5 hours RvS)</p> | <p>Increase in % of children achieving expected standard or above compared to predictions at beginning of the year.</p> <p>Progress is accelerated to ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> |
| <p>Speech and Language support in EYFS – NELI programme to start Jan 21</p> | <ul style="list-style-type: none"> LSA to work with identified children for 8 hours a week for 20 weeks | <p>EYFS tracking data- termly</p> | <p>£2,500</p> | <p>Overall % of children meeting ELG to increase from Sept predictions.</p> |

| Attendance, wellbeing and engaging with parents | | | | |
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| 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> |
| <p>Provide ELSA support for</p> | <ul style="list-style-type: none"> Trained ELSA LSA to lead weekly sessions for identified children. | <p>Pupil voice PASS survey data</p> | <p>£978 (10 hrs per</p> | |

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| children who have shown anxiety after returning to school. | | | week) | |
| Use of HLTA to deliver remote learning sessions for children who are self-isolating | <ul style="list-style-type: none"> • HLTA to liaise with SLT on a weekly basis to identify children who are self-isolating. • Class teachers to direct HLTA to planning/curriculum | Progress and attainment data for identified children. | £1091 | Progress is not stalled for children who have to self-isolate. Children who have had to self-isolate maintain levels of progress in line with peers. |
| Complete Rights Respecting Schools Award (Bronze) | <ul style="list-style-type: none"> • RRSA lead to launch with whole school. • Develop new whole school behaviour strategy linked to rights • Create 'Rights Knights' school council so that pupils have a voice in the school • Class teachers to teach regular rights lessons and create class charters together with pupils | Pupil voice – greater understanding of rights Rights Knights school council minutes | £400 | Children return to school and feel part reintegrated into the school community. Children are aware of their rights and know how to respect them. Children feel that they are represented and have a voice in decision making throughout the school. |

Total Expenditure: £32,741