

## Catch Up Funding (Covid 19)

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

<b>Quality teaching, staffing and professional development</b>				
<b>Action/ approach</b> <i>(what we are going to do and rationale for this)</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what data we are going to look at and how often)</i>	<b>Cost</b>	<b>Impact</b> <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	Termly learning walk feedback Pupil voice	£5,596	<b>End of year evaluation:</b>  Alexandra Teaching and Learning Model has been developed as a result of

	<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>learning walks and CPD throughout the year.</p> <p>Teachers' understanding of Rosenshine's principles have increased.</p> <p>Pupil voice results (including PPG chn in each group) – majority of children can explain how 'reviewing learning' and 'questioning' supports their learning.</p> <p>SLT and SIP learning walks show a more consistent approach to teaching and learning across the school. Teachers recap previous learning and use questioning to check for understanding and identify gaps in knowledge.</p> <p>CPD for teachers in spring and summer terms focussed on re-prioritising the curriculum, based on what had been covered during school closure and what key knowledge was most crucial to close gaps.</p>
<p>Development of early reading and phonics.</p>	<ul style="list-style-type: none"> <li>Phonics lead to run CPD for whole school to demonstrate how to support children</li> </ul>	<p>Phonics learning walks SIP report Phonics screening check data</p>	<p>£350</p>	<p><b>End of year evaluation:</b></p> <p>Year 2 phonics screen results: Autumn term 2020: <b>92%</b></p>

	<ul style="list-style-type: none"> <li>Phonics assessments to take place in KS1 and Year 3</li> <li>Early morning intervention classes for pupils in EYFS-Year 2.</li> <li>Development of library area for KS1. Improving accessibility to books to develop a love of reading.</li> <li>Phonics lead to run workshops for parents in Year 1 and EYFS</li> <li>Additional letters and sounds resources purchased for KS1</li> <li>Phase 6 age appropriate resources purchased to support children in Year 3 and 4</li> </ul>	End of year assessments		<p>End of Year 2 2021: <b>95%</b> HLTA was used to release CTs to run intensive daily reading sessions.</p> <p><b>Ofsted monitoring visit inspection report states that “The school prioritises reading. Pupils who fall behind receive additional support to help them catch up.”</b></p> <p>End of KS1 reading attainment was in line with 2019 national expectation, despite school closure.</p>
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<b>Targeted Intervention</b>				
<b>Action/ approach</b> <i>(what we are going to do and rationale for this)</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what data we are going to look at and how often)</i>	<b>Cost</b>	<b>Impact</b> <i>(how we will recognise success)</i>
HLTA employed to run a catch up programme in KS2- to support one year group per half term.	<ul style="list-style-type: none"> <li>AD to support 1 year group per half term Mon – Thurs am</li> </ul>	Termly data analysis Progress data for children in intervention groups Book looks	£21,826 (20 hours AD 5 hours RvS)	Increase in % of children achieving expected standard or above compared to predictions at beginning of the year.  Progress is accelerated to

<p>HLTA to work additional afternoon sessions in Year 6 to release class teachers for targeted support.</p>	<ul style="list-style-type: none"> <li>RvS to release class teachers 1x pm per week for writing conferencing sessions.</li> </ul>			<p>ensure pupils are able to access age appropriate learning resources and teaching/learning.</p> <p><b>End of year evaluation:</b>  <b>Year 3</b>  Autumn term:  4 x weekly spelling group  Spring term:  4 x weekly Phase 5 &amp; Grammar sessions  4 x weekly Phase 6 Spelling group  The spelling and grammar intervention had less impact as only 20% achieved expected standard. This will need to be reviewed and adapted for the next year. Baseline assessments and clearer monitoring of progress will need to be considered.</p> <p><b>Reading catch up:</b>  <b>91% of children made more than 1 year of progress. 27% made more than 2 years of progress.</b></p>
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				<p><b>Year 4</b>  Summer term:  4 x weekly maths catch up sessions:  33% made expected or accelerated progress. This intervention will need to be reviewed and adapted next year.</p> <p><b><i>Reading catch up sessions:  73% of children made 1 year or more progress.</i></b></p> <p><b>Year 6:</b>  End of KS2 reading attainment was slightly above 2019 national expectation, despite school closure.  Maths and writing were below national. HLTA support in these areas will need to be reviewed and adapted for next year.  Baseline assessments and clearer monitoring of progress will need to be considered.</p>
Speech and Language support in EYFS – NELI programme to	<ul style="list-style-type: none"> <li>LSA to work with identified</li> </ul>	EYFS tracking data- termly	£2,500	Overall % of children meeting ELG to increase from Sept

start Jan 21	children for 8 hours a week for 20 weeks			<p>predictions.</p> <p><b>End of year evaluation:</b> 78% of children were working at expected standard for speaking and listening at the end of EYFS. There was significant disruption to the programme due to staff absence. The programme is being re-launched in Y1 2021-22.</p>
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<b>Attendance, wellbeing and engaging with parents</b>				
<b>Action/ approach</b> <i>(what we are going to do and rationale for this)</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what data we are going to look at and how often)</i>	<b>Cost</b>	<b>Impact</b> <i>(how we will recognise success)</i>
Provide ELSA support for children who have shown anxiety after returning to school.	<ul style="list-style-type: none"> <li>Trained ELSA LSA to lead weekly sessions for identified children.</li> </ul>	Pupil voice PASS survey data	£978 (10 hrs per week)	<p><b>End of year evaluation:</b> 100% of children attending ELSA met the targets set for them at the beginning of the course. All teachers reported increased engagement, focus and enjoyment of learning in class. Fewer behaviour incidents were</p>

				reported.
Use of HLTA to deliver remote learning sessions for children who are self-isolating	<ul style="list-style-type: none"> <li>• HLTA to liaise with SLT on a weekly basis to identify children who are self-isolating.</li> <li>• Class teachers to direct HLTA to planning/curriculum</li> </ul>	Progress and attainment data for identified children.	£1091	<p>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.</p> <p><b>End of year evaluation:</b></p> <p>This approach worked effectively during the autumn term before the member of staff went on maternity leave. Parent feedback was extremely positive for the individuals who were supported.</p>
Complete Rights Respecting Schools Award (Bronze)	<ul style="list-style-type: none"> <li>• RRSA lead to launch with whole school.</li> <li>• Develop new whole school behaviour strategy linked to rights</li> <li>• Create 'Rights Knights' school council so that pupils have a voice in the school</li> <li>• Class teachers to teach regular rights lessons and create class charters together with pupils</li> </ul>	Pupil voice – greater understanding of rights Rights Knights school council minutes	£400	<p>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.</p> <p><b>End of year evaluation:</b></p>

			<p><b>RRSA Bronze award was achieved by spring term.</b></p> <p>Rights Knights school council was formed in Autumn 2020 and held regular meetings through the year, including virtually during lockdown. They were responsible for creating whole school well-being events, which supported children during lockdown and in their return to school.</p> <p>Pupil voice survey carried out on return to school after spring lockdown 2021. 85% of children reported feeling positive in their emotions. Children who stated feeling negative were identified and the information shared with class teachers who supported the children on an individual basis.</p> <p>Rights lead teacher provided termly RRSA lessons for teachers to share with their classes.</p> <p><b>Pupil voice:</b> All of the children</p>
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				could confidently articulate their rights and how to respect them.
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Total Expenditure: £32,741