

Little Aston Primary School

Catch Up Funding Plan 2020 - 2021

The Headteacher, Senior Leaders, all staff members and the Governing Body are committed to meeting the pastoral, social and academic needs of all pupils in school following the Covid-19 Pandemic School Closure.

Aims:

- 1) To help pupils to catch up on gaps in learning so they can progress, achieve their potential and meet the curriculum expectations for their year or end of key stage.
- 2) To support pupils with social reintegration back into school, rebuilding relationships and ensuring emotional wellbeing.
- 3) To narrow any gaps in learning between disadvantaged, SEND pupils and others.

Government Guidance:

- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
- To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.
- Although you'll receive funding on a per-pupil basis, you should use the sum available to you as a single total to prioritise support. There are no specific requirements for who to spend it on.

Little Aston Primary School Total Funding Allocation	
Total Number of Pupils October 2019	220
Amount per pupil	£80
Total funding based on pupil numbers in Oct 2019 Census 220	£17,600 To be paid in 3 grant payments (1) Paid to Local Authorities 30/09/20 25% £4,400 (2) Due early 2021 taking account of initial payment and ensuring schools receive a total of £46.67 per pupil (Rounded to nearest £10) £5,870 (3) Due summer term 2021 £33.33 per pupil £7,330

Identified Impact of Lockdown	
Reading	Most children did access reading during lockdown however reading is less fluent for a proportion of children, especially those who read less widely than others or those who didn't have as much support at home. In all year groups with the exception of Y5, approximately 33% made negative progress between March and September 2020 in Accelerated Reader.
Writing	Opportunities for extended writing were reduced during lockdown or pupils submitted documents online through Google Classroom which were typed rather than handwritten so we have noted a loss of 'writing stamina' or fluency, some physical development / fine motor skills in EYFS and some deterioration of correct letter formation and handwriting presentation. In addition, pupils missed opportunities to practice and apply grammar, punctuation and spelling knowledge.
Maths	Although some specific content was missed, gaps in learning identified and assessed in September weren't significant for the majority of learners. Some fluency in arithmetic is reduced, although pupils did benefit from using RM Easimaths and Times Tables Rockstars. An enhanced focus is needed on problem-solving and reasoning and the revised WhiteRose materials are proving beneficial.
Foundation Subjects	Some gaps in knowledge identified for pupils who didn't engage as well with Google Classroom. This has been audited by Subject Leaders and gaps identified planned in at appropriate times within the year or key stage.
PSHE	Lower levels of independence in self-care skills in EYFS Listening and attention skills underdeveloped. Some pupils displaying more challenging behaviour and emotional needs since the lockdown.
Spoken Language	Some regression in vocabulary for some EAL pupils. Gaps in tier 2 and tier 3 vocabulary. Increase in 'reluctant' speakers and confidence to use expressive language

The funding will contribute towards the following initiatives in 2020 – 2021.

Focus	Link to EEF Guidance	Actions	Success Criteria	Cost	Evaluation
One to one, precision teaching and small group Tuition	Targeted Support	To provide additional support across KS1 (Y1/Y2) for two days per week by deploying an additional teacher.	Gaps in phonic knowledge closed in Y1 and Y2.	£15,000	
		To provide additional support in KS2, Y6 by deploying an additional teacher / SENCO 2 days per week and Y4 an additional teacher 1 day per week.	Aspirational target of 90% pass rate for current Y2 phonics screening achieved scheduled WB 30/11/2020.	£20,720	
		Trained Teaching Assistants - daily precision phonics for target individual children in Y1, Y2 and EAL / SEND pupils in Y3.	Above national % achieved for Y1 Phonics, KS1 and KS2 Assessments 2021.	£3,400	
		Focus to be on phonics, reading, grammar, punctuation and spelling, closing gaps identified following Accelerated Reader	The vast majority of pupils in all year groups make at least good progress in 2020-21 and are on track to achieve targets predicted prior to lockdown.		

		Diagnostics and teacher assessment end September 2020.			
Interventions and Resources	<p>Targeted Support</p> <p>Supporting Great Teaching – CPD</p> <p>Supporting Parents and Carers</p>	<p>Purchase subscription to myON, a digital platform allowing pupils to access thousands of books and teacher set projects linked to Accelerated Reader Scheme, both in and outside of school.</p> <p>English Co-ordinator and Business Manager complete training to set up and implement in school. Train and support staff to get up and running.</p> <p>Teacher support for target pupils / target groups by assigning projects to pupils and see progress.</p> <p>Teachers provide detailed resources in class intranet pages for parents on how to support pupils at home, including speech, language and communication needs.</p> <p>Purchase additional manipulatives for EYFS – Dough Disco.</p> <p>Stoke Speaks Out Tool Kit and Training for EYFS Co-ordinator.</p>	<p>Additional support for SEND Pupils and personalised literacy through</p> <ul style="list-style-type: none"> • Audio narration • Highlighting • Dictionary <p>Pupil achievements on home reading tasks tracked.</p> <p>33% decline in achievement in reading following lockdown reversed. Pupils continue to be tracked and progress even if learning remotely. Standards in reading all above national in 2021.</p> <p>Pupils have access to a wider range of reading materials at home.</p> <p>Physical development / fine motor skills developed in EYFS - handwriting skills back on track,</p> <p>Universal and best practice support enables most pupils to progress in SLCN in EYFS. Referrals made if no impact.</p>	<p>£2000</p> <p>Resources for Narrative Immersive Literacy Approach £200</p> <p>Rec – £100</p> <p>Release time for EYFS Lead</p>	
Improve self-esteem, confidence and emotional wellbeing for identified children within the PP group.	Pupil Assessment and Feedback	<p>Learning and wellbeing needs assessments conducted in September 2020 and beyond where needed and targeted support put in place where needed.</p> <p>Training and support for staff if needed</p> <p>Purchase additional resources to support pupil mental health and well-being.</p> <p>Referral to DIP, family star assessments and follow Early Help Plans where appropriate.</p>	<p>Nurture time</p> <p>Learning mentor support in school BSC/ASC</p> <p>Referral to The HOPE project for individual or group support in school.</p>		

