



Summary information					
Academic year	2020 - 2021	Total number of eligible pupils	201	Total amount of catch up premium	Autumn 2020 - £4200
					Spring 2021 - £5140
					Summer 2021 - £6660
				Total	£16,000

The Government are granting £80 per pupil from Reception to Year 6 as part of a catch up premium. The best practise expenditure is highlighted by EEF who have identified 3 layers of support (1) Teaching (2) Targeted Support (3) Wider Strategies.

The overall aim is to ensure that the children make best progress so that the majority are on track in Maths and English, whilst developing a broad and balanced curriculum.

Use of Funds	EEF recommendations
<p>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 on the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • 1 to 1 and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parents and carers • Access to technology • Summer support

		Teaching		
		Sustained professional development as the most important lever to improve outcomes for pupils		
Identified pupil group	Pupil Needs	Chosen action/approach	Cost	Desired Outcome
Percentages of children below 100 on NFER	Additional support in order to close gaps in knowledge	Focused additional TA deployment NFER TA deployment responsive to NFER data following national lockdown in order to address gaps in learning through NFER question level analysis	£n/a	Improved pupil outcomes in Reading, Writing and Maths shown through internal data
Year 5	Additional teacher in order to teach in focus groups and address gaps in learning	Additional teacher and HT support for current Y5 class Additional teacher and HT to support with the current Year 5 cohort in order to reduce the long-term negative impact of beginning high school without secure literacy skills.	£17,810	Improved pupil outcomes in Reading, Writing and Maths shown through internal data (Summer 2021) and in end of key stage assessments (May 2022)
All children	A high-quality engaging curriculum	DHT release in order to develop a bespoke high-quality curriculum. In order to write a bespoke, challenging curriculum for all subject with the school's quality assurance officer.	£4455	When fully implemented in 2021-2022 children will take part in a broad and balanced curriculum.
All children	Exposure to high quality texts	Purchase of additional quality texts to support independent home reading Children exposed to and provided with a range of quality texts. Impact on reading and attainment	£10,979.52	Improved pupil outcomes in Reading shown in school data (NFER and Accelerated Reader reading age and Book Level)
Key Stage 2	Exposure to high quality texts	SLT analysis of Accelerated Raeder What Kids are reading Report Comparing the report against current provision has allowed us to tailor our reading scheme to the children in order to encourage exposure to a wider range of diverse, high-quality texts by a variety of authors	£n/a	
All children	Exposure to high quality texts	Analysis of and response to pupil questionnaires Books were bought responding to pupil questionnaires in order to fill gaps in understanding and follow their interests in order to encourage them to read more independently.	£n/a	
All children	Exposure to high quality Maths lesson which can be used remotely and in school	Purchase White Rose Maths White Rose Maths Scheme was purchased as a foundation of Maths teaching in order to ensure that provision at home for lockdown and bubble closures was as close to the in-class experience as possible. The scheme offered high-quality live Maths lesson to be shared in school or home.	£99	Fewer gaps in mathematical knowledge revealed in analysis of NFER tests
Key Stage 1	Exposure to Quality first teaching in English	Bespoke whole class English teaching In order for all children to access quality first English teaching delivered by a qualified teacher, we will move away from the	£356.40	Improved pupil outcomes in Reading and Writing at Key Stage1 and 2.

		RWI get writing model to our own personalised curriculum designed to meet the needs of our pupils as well as the requirement of the national curriculum. This curriculum is ambitious in its outcomes and aims to be highly engaging.		
All children	Additional measures to ensure children were safe and engaging with learning during lockdown	<p>Welfare calls during lockdown</p> <p>Remote learning leader/DDSL released during lockdown and bubble closures in order to make welfare calls and encourage engagement with online learning or offer support with technology.</p> <p>Engagement with remote learning was analysed and any pupils who had disengaged were contacted so we could offer support.</p> <p>When children were not contactable via phone we conducted home visits.</p> <p>All safeguarding concerns were logged and followed up.</p>	£n/a	All children will have had contact with school each week and engagement with remote learning remains high.
Incoming Nursery and Reception cohort	Additional transition considerations due to lockdown and COVID-19 restrictions	<p>EYFS transition</p> <p>All parents of the incoming Nursery cohort have been contacted and invited to a choice of 2 virtual meetings (during the day or in the evening). All children will visit the Nursery in an outdoor open garden event with one parent. This is in order to allow children and parents to meet the class teacher and TA.</p> <p>Reception transition will take place, even though the majority of the nursery teacher</p>	£349.70	Nursery children will feel more comfortable with the Nursery surrounding and ready to attend in September.
All children	Additional transition considerations due to lockdown and COVID-19 restrictions	<p>New teacher transition days New teachers to visit their new classes in their current bubbles along with their current class teacher in order to address any anxieties the children may have.</p> <p>Current class teachers to fill out a transition form in order to facilitate a smooth transfer to the next class.</p> <p>Enhanced induction activities from the HT and DHT will outline school priorities and curriculum so that teachers are fully informed before their start in September.</p>	£524.55	Teachers are fully prepared to start teaching in September.
Children moving from Reception to Y1.	To collaborate with EYFS teachers to ensure that Y1 children have a	<p>Continuous Provision</p> <p>Children in Y1 have access to continuous provision within the classroom and outside for the first half term with more formal learning introduced so that all pupils have a strong</p>	£n/a	Teachers to have access to resources to continue a play based approach to learning inside and outside

	balanced curriculum following the EYFS principles for the first half term to help pupils with transition	transition. Funds to be made available for resources and intervention if needed.		Children will have reduced levels of anxiety around the transition to KS1 Children will feel comfortable with the familiar approach to learning from EYFS applied in Y1
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		Targeted support		
		Support for those not making good progress. Targeted support through explicit teaching link dot content of daily lessons. Consistent delivery to ensure best outcomes		
Identified pupil group	Pupil Needs	Chosen action/approach	Cost	Desired Outcome
Children identified as a concern through NFER tests in Spring	Additional support in order to close gaps in knowledge	<p>Additional reading and phonics Children in Year 1-6 identified by spring NFER to receive additional one to one reading or group intervention.</p> <p>TA deployed in order to facilitate additional phonics intervention time.</p>	£n/a	Improved pupil outcomes in Reading shown in school data (NFER and Accelerated Reader reading age and Book Level)
Children identified through Language Screen (6x reception children)	Intervention to increase vocabulary and understanding of spoke English	<p>NELI</p> <p>Children identify as having limited vocabulary and understanding by the Language Screen tool in December (2020) to access daily small group or 1 to 1 focused NELI intervention.</p>	£n/a	Children to be assessed higher on the Language Screen tool in order to reflect in an increase in word knowledge and understanding
Children identified as having a speech, language or communication delay.	Speech and Language intervention in order to address speech, language or communication delay.	<p>Speech and Language Therapy</p> <p>Half a day per week support from a Speech and Language Therapist. Children with delays in speech and communication identified and assessed by the Speech and Language Therapist.</p> <p>In the new academic year, the Speech and Language Therapist will deliver whole school staff training in order to ensure SALT provision is of a high quality within school.</p>	£1458.80	Children identified as having speech, language and communication delay will make progress with their speech sounds and understanding of spoken language
Year 2	Additional teacher in order to teach in focus groups and address gaps in learning	<p>DHT mentoring</p> <p>DHT released from class in order to support the other teachers with teaching and planning for children falling significantly behind end of year expectations.</p> <p>Team teach model employed in order to equip the class teacher with the skills needed in order to accelerate progress.</p> <p>Small focus group then taught by DHT in English lessons to facilitate quality extended writing.</p>	£n/a	Year 2 will be closer to end of year expectations and better prepared for Key Stage 2.
20 children identified in Year 5 and Year 6	Additional support in order to close gaps in knowledge	<p>RWI fresh start</p> <p>Children identified by spring NFER to receive additional group reading intervention. Read Write Inc. Fresh start</p>	£n/a	Improved pupil outcomes in Reading, Writing and Maths shown through internal

		programme to be used in 45-minute sessions 3 times a week.		data (Summer 2021) and in end of key stage assessments (May 2022)
Year 1 and 2 pupils identified who needed additional support for phonics and early reading	Additional phonics interventions	Additional TA Children identified through phonic assessments and one to one targeted support provided to help improve phonics skills and fill gaps in learning.	£n/a	Year 1 and 2 pupils make accelerated progress to develop and embed phonic knowledge and early reading skills.

Wider Strategy				
Support for significant non academic barriers				
Identified pupil group	Pupil Needs	Chosen action/approach	Cost	Desired Outcome
All children	Additional understanding of strategies for mental health and well-being support	Children's Mental Health Training We appointed a Pupil Well-being champion who received Children's Mental Health Training in order to support children who are struggling following lockdown. She is also trained to deliver programmes to support bereavement (rainbows)	£300	Children to access mental health support in order to make them emotionally ready to learn and access with curriculum. Pupils benefit from targeted and appropriate emotional health support. Pupils feel supported and able to access the curriculum and flourish at school.
Children identified as needing additional emotional support	Additional time and support to enable the children identified to cope with the situation over the last 18 months	Emmaus room Room in school repurposed as a mental health hub in order to facilitate mental health interventions. Equipment purchased in order to facilitate mental health interventions and support pupil well-being.	£607.51	
All children	Well-being and mental health to be discussed in school in order to allow pupils to seek support	Increase awareness of coping strategies within school Worry monsters have been purchased for every class. There will also be a display to promote mental health awareness. Also, an artist will visit the school in the new academic year to work with the children to make a large worry monster for the hall to promote a place to share concerns enabling early identification and intervention.	£297.80	
All children	A positive attitude and outlook towards challenges	Growth mindset training All staff and pupils to receive growth mindset training as a way to cope with adversity.	£1500 (Part of DfE funding through the teaching school)	
Two pupils	Support in a time of crisis	Bowker Vale Outreach support Due to some children returning to school in crisis, Bowker Vale Outreach come into school to support staff and parents with training in order to support children in crisis.	3 days free as part of SLA	In September 2021, children to engage with the curriculum and working in class for the majority of the school day.
All children	Opportunities to foster friendships	Outdoor games Mental health and well-being provision To ensure children are active, engaged and emotionally happy during break and dinner times	£410.55	Children will be actively engaged at break and dinnertimes, forming positive friendships.

All children	Exposure to high quality texts	Book huts To increase the opportunities for children to choose to read independently outside of lessons and develop a love for learning	£449.99	Children will choose a wide range of texts to read and read for pleasure.
All Staff	Support for all staff from SLT	Adult Mental Health First Aid Training HT and DHT to receive adult mental health first aid training in order to support the mental health of staff in school and support any staff member who requires additional help. HT and DHT to also attend the National Collage staff well-being webinar in preparation for the DfE well-being charter.	£605	Teachers feel they can be open honest about their feelings and/or difficulties in order to provide the best provision for children.
All children and members of the school community	Clear expectations around what is expected by school.	Attendance Strategy to tackle poor attendance Attendance and punctuality information boards placed outside school for parents to see in order to highlight missed learning if children are absent or late. Internal Attendance Champions display board to highlight attendance in school along with whole class incentives in order to boost attendance data. Regular attendance reviews will be carried out on individuals and groups. Daily check on identified pupils. Weekly tracking of children whose attendance is below 90% and at PA status. Family Liaison and Attendance Officer in place from September 2021 in order to facilitate parental engagement. Family Liaison and Attendance Officer will also help to organise and facilitate a parent and toddler group to help to build links with the community.	£923 £21,590 (not calculated in this year's budget)	Attendance across the school will increase and parents will be more open to engaging with school and inform them of expectations and early identification of concern. At the end of September, the overall school attendance will have improved and be above 95%. Good pupil attendance directly correlates with good academic outcomes.

Total	£39,626.82
Catch up funding	£16,000
Total contribution from school budget	£23,626.82