

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Funding					
1)	£28,082 COVID-19 Catch Up Funding				
2)	£7540 Recovery Premium Funding (based on funding for 52 PP children)				
3)	£18050 Academic Mentor				
4)	£5467.50 School Led Grant				
	Area to address	What are we going to do?	Funding amount	Monitoring	Timing
1	Children in Y2 need additional support with understanding how to play in unstructured environments; speaking and listening skills; building independence; concentration and being 'ready to learn'. These skills were supported last year by an additional Teaching Partner and progress was made. However, a continuation of this lunchtime support is required as children transition into Year 2 and adjust to the new expectations and routines. Children require support during transitions to and from the classroom/dining hall, as this is still an area of development.	Additional support (Academic Mentor) to work with Y2 children to deliver additional support in the dining hall and playground providing all-round support with play, Oracy and independence skills.	£3552	Aim to increase the percentage of children achieving 'Always' in the 'Working Positively with Others' part of the Learner Profile in July 2022. Children in Year 2 are demonstrating agreed terms of behaviour in unstructured environments, including sharing, taking turns, listening to others and recognising what is acceptable behaviour in response to the feelings and reactions of others.	Sept 2021-August 2022 (MJ 8.33hrs/wk)
2	A group of children in Y2 are not making sufficient progress and require additional support due to missed learning and infrequent engagement of Home/Remote Learning during 2020-2021.	Additional Teaching Partner into Y2 to work within classrooms with specific groups of children to provide additional academic support to supplement and enhance first quality teaching.	£9481	Through pupil progress meetings, the proportion of children working at ARE in July 2022 will be increased from Dec 2021 data.	Sept 2021-August 2022 (Sept 21- February 22 VF 16.25hrs/wk) (Feb 22-July 22 TF) 16.25hrs/wk)
3	Children have returned to school needing to make accelerated progress in each of their lessons due to the amount of school missed in lock down. To enhance first quality teaching across the school working First quality teaching	Enhance FQT by doubling the amount of team teaching that every member of the teaching team has access to within this academic year for intensive and bespoke CPD. This will be undertaken by two leaders of teaching and learning who will work throughout the school a day per fortnight.	£6749 additional to usual T&L support	Teachers develop more retrieval methods in lessons and children in all groups know more and remember more. Data shows that number working at ARE (age related expectation) and GD (greater depth) has increased in each class and teacher profile is stronger. Pupil conferencing shows positive relationships between children and staff in each class and children have no reports of disruptive low level behaviour in classrooms.	Sept 2021- July 2022

4	Some SEND and pupil premium children in Y4-6 who have complex needs have returned with low concentration levels and are finding it difficult to be ready to learn. They are on multiple interventions and are missing large amounts of first quality teaching. They are too tired to access additional learning at the end of the school day.	Teaching Partner to start working with high needs groups to consolidate interventions for these children and develop positive learning behaviours again through the use of a consistent learning mentor who will also be their emotionally available adult. Every session focuses on metacognition skills, vocabulary building and Oracy skills to boost confidence. Each year group to have 3 hours per week of high needs intervention with HLTA.	£2880	High needs children (including PP children) identified in each year group bubble and planning underway by Sept 2021. All children within high needs groups have better learning characteristics and are more engaged and confident in their lessons by March 2022. They begin to close the gaps in their basic skills in reading, writing and maths by July 2022.	Sept 2021-August 2022 (EC 5hrs week until Feb 22) (VF 5hrs week Feb until August 22)
5	A large group of children have not made adequate progress over the past 12 months and are at risk of not being back on track by Summer 2022. This is in some or all of Maths, Reading, Writing.	Academic Mentor employed as part of the National Tutoring Programme to work alongside teachers and provide interventions and tuition sessions with individuals or small groups (max 3 children). The mentor will work in the school full-time and will need to work with at least 50 pupils over the course of their employment. 95% of the Academic Mentor's salary is subsidised in academic year 2021/22. The school will fund the remaining 5% through recovery premium or C19 Catch Up Fund	£11861	Summer 2021 Assessments showed: Current Y2 – 34% RWM (reading, writing, maths) combined Current Y3 – 47% RWM (reading, writing, maths) combined Current Y4 – 60% RWM combined Current Y5 – 59% RWM combined Current Y6 – 47% RWM combined Dec data shows children working with Academic Mentor have higher RWM combined score and improvements in subject progress and attainment.	Sept 2021- Aug 2022 MJ (Academic Mentor) 8-11am 5days/wk 15hrs 3-4pm 3days/wk 3hrs 3-3/45pm 2days/wk 1.5 hrs 2.30-3pm 3days/wk 1.5 hrs Total: 21hrs
6	7 Year 1 children with complex speech and language needs whose lack of social interactions during 2020-2021 hindered their progress. Previous support (4.5hrs per week) by specialist Speech and Language TP from Jan 2021- July 2021 saw improvements being made, but continued support is still required.	Specialist Speech and Language TP to increase SaLT direct support time from Sept 2021 by 3.5hrs per week to close gaps and continue building on the progress made in the previous academic year.	£1372	Children are more confident in speaking in different settings (e.g. whole class, groups, one to one) and to different audiences. They have a firmer acquisition of language and this can be seen from the vocabulary used and the way they respond to conversations or instructions.	Sept 2021-March 2022 WA
7	Children across the school have returned showing difficulties with interpersonal and intrapersonal skills.	Additional SEAL sessions planned and led by Academic Mentor will provide strategies to develop emotional skills and wellbeing. From September classes in Y1-Y6 will have 1 x 30min session per week. Groups max of 3-4 children. From Feb 2022, EYFS will join and Y6 sessions will cease.	£2637 (Academic Mentor salary)	Children are able to concentrate better in lessons and have less incidents of negative behaviour. We will see this from incident logs and observations, plus evaluation sheets from SEAL sessions.	Sept 2021-March 2022 (MJ 6hrs/week)

8	Due to the pandemic representing a large proportion of their lives, EYFS Children require support to make the transition and move into more formal learning. Their academic and emotional readiness has been affected and additional help is needed.	Teaching Partner to work 6hrs/week with Year 1 children (mornings) until December 2021 to aid the transition from EYFS and provide support with Phonics and reading.	£1172-£2172	Children are more settled and have adapted to the more formal teaching of Key Stage 1. They are aware of the daily structure and can organise themselves with increased confidence.	Sept 2021- Dec 2021 (JA) Extended to March 2022 due to children's needs
9	Relations at home are strained and more families are having to manage difficulties than before lock down.	CAFAW team member to work through the summer holidays to keep connections with families who require substantial support – 14hrs a week across 2 days	AS to confirm	Communication has improved with those families who have been supported throughout the summer. Notes have been added to CPOMs and new class teachers are aware of any incidents/actions before the start of the new term.	57.25hrs July 2021-August 2021 PO
10	Additional interventions have been identified as necessary for children who were not in school during the lockdown and have been disproportionality impacted by the disruption to their education. These children are also on the least active register or are awaiting input from NHS occupational therapy.	Previous 1:1 support worker, returning from maternity, has been reassigned to supporting the impacted children through Talkboost sessions (Oracy skills) Fizzy (gross and fine motor skills support), and a specific fine motor group to help children's dexterity and independence skills.	£7540	Fizzy and Talkboost assessments will show progress made over the course of the sessions. Class teachers will also feedback on how the children are able to apply the skills learned in the different areas, during their work in class.	16.25hrs/week Sept 2021-August 2022 LH
11	Following Pupil Progress meetings in term 2 2021, children were identified who have not made the expected level of progress due to missing key objectives in Maths, Reading and Writing over the lockdown periods.	The School-Led Tuition grant is ring fenced to fund locally-sourced tutoring provision. The priority is given to disadvantaged and vulnerable pupils for tutoring, but schools have the flexibility to decide which pupils need the most support for catching up on lost learning. In Y6, 6 tuition groups will run: Reading to ARE- 6 children BH Reading to ARE- 7 children MO Reading to GD- 6 children WB Maths to ARE- 6 children DS Maths to GD- 12 children NA Writing to GD- 8 children SD In Year 4, 2 Tuition groups will run: Maths to ARE- 7 children CW Reading to ARE- 5 children AK In Year 3, 1 Tuition group will run: Reading and Writing to ARE- OL	7 Teachers x 12 hours on M6 2 TPs x 12 hours on their pay scale	Children are on track/have achieved their target in the next round of Pupil Progress meetings in May 2022.	10 weeks of group tuition starting in January 2022 and running for 10 sessions

	Area to address	Impact Update January 2022	Impact Update July 2022
1	Children in Y2 need additional support with understanding how to play in unstructured environments; speaking and listening skills; building independence; concentration and being 'ready to learn'. These skills were supported last year by an additional Teaching Partner and progress was made. However, a continuation of this lunchtime support is required as children transition into Year 2 and adjust to the new expectations and routines. Children require support during transitions to and from the classroom/dining hall, as this is still an area of development.	This group of 14 children have built relationships with the Academic Mentor and she now knows the children well, including their triggers, responses and specific ways to help regulate their behaviour when necessary. This is particularly useful when the children are outside after lunch as she has become their 'go to' staff member and can often anticipate issues prior to them occurring. Links with class teachers are good and regular CPOM reports highlight particular incidences, progress, positive responses or changes in behaviour. Analysis of the CPOMs incidences, including these 14 children, from September 2021 to January 2022 reveals that behaviour incidences remained low and quite stable before a rise in December during the run up to the Christmas holidays. Restorative Conversations reflect the rise in behaviour issues and appear to be a key method of solving conflicts and repairing relationships. The data also shows an increase from January 2022 of incidences in the SEND category, with CAFAW interventions being employed to address specific needs that have recently been highlighted. Observations of these children within the context of the whole class, show that there are visible improvements to their learning behaviours and their interactions with each other. The majority of the group are demonstrating that they know how to work and play in school and can apply this to their behaviour in the classroom, outside and during lunchtime. Consistency is now key to continuing this progress.	
2	A group of children in Y2 are not making sufficient progress and require additional support due to missed learning and infrequent engagement of Home/Remote Learning during 2020-2021.	12 Children are being supported in writing and reading, in English and other subjects where sustained writing or writing skills are necessary. From the latest data collected in December 2021, three children from the group are now working at ARE, with two of these children exceeding their predicted writing target for the end of the year. However, from observing sessions and looking at the children's work alongside them, there is a marked difference in the vast majority of the group, in the quality and presentation of their writing when comparing work from the start of the academic year. The children themselves recognise the progress they have made and evidence has also been sent to parents so that they can recognise the improvements and support their children's writing skills. After a staffing restructure, a new COVID Catch Up Y2 Teaching Partner is in role following a successful transition into post. This new TP is aware of the children's areas of development and she has already gained a substantial amount of knowledge on the group's learning behaviours.	
3	Children have returned to school needing to make accelerated progress in each of their lessons due to the	Cycle two of this process is now underway, following a successful start in Terms 1 and 2 working alongside two teachers in differing key stages. Both teachers who were part of cycle one have had positive feedback on being part of the programme and have recognised how altering elements of their teaching can greatly impact the quality of learning from the children in their classes.	

	amount of school missed in lock down. To enhance first quality teaching across the school working First quality teaching	Both teachers have made a variety of changes to improve children's focus and engagement, enabling independent learning and ensuring that they are confident that all learners achieve in their lessons. Establishing solid relationships and a rapport with their children and knowing them 'as learners', has ensured that these changes are effective. From feedback, the most useful element of the process has been the collaborative planning and team teaching: <i>"The team teach was so valuable to be able to put into place strategies together. Teaching alongside a mentor who has ideas to support you is really helpful as the mentor was able to take the lead in areas of less confidence and it is nice to be able to see an example of strategies that have been discussed."</i> Data comparisons also show the impact of the process, with more children working at or above ARE in Reading, Writing and Maths combined at this point in the year, compared with the same point in the previous academic year and data collected in Summer 2021. <table> <tr> <th>Year 3 S</th><th>RWM Combined Working at or above ARE</th><th>Year 2 D</th><th>RWM Combined Working at or above ARE</th></tr> <tr> <td>Autumn 2020</td><td>40%</td><td>Autumn 2020</td><td>34%</td></tr> <tr> <td>Summer 2021</td><td>53%</td><td>Summer 2021</td><td>38%</td></tr> <tr> <td>Autumn 2021</td><td>60%</td><td>Autumn 2021</td><td>45%</td></tr> </table>	Year 3 S	RWM Combined Working at or above ARE	Year 2 D	RWM Combined Working at or above ARE	Autumn 2020	40%	Autumn 2020	34%	Summer 2021	53%	Summer 2021	38%	Autumn 2021	60%	Autumn 2021	45%	
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5	A large group of children have not made adequate progress over the past 12 months and are at risk of not being back on track by Summer 2022.	Initially, our Academic Mentor worked with groups of children from Y1 to Y6 who were struggling to reach ARE in Reading, Writing or Maths or aiding children whose approach to learning and their learning behaviours were inhibiting what they had the potential to achieve. It became apparent that in order for an impact to be felt over an already comprehensive weekly timetable, it was necessary to revise the organisation of																	

	This is in some or all of Maths, Reading, Writing.	support. Therefore, from January 2022, the AM works alongside groups of Y2 and Y3 children in Maths and English whilst supporting a group of Year 6 children with their learning behaviours and attitude to learning. Two more children from EYFS and Y5 have also been added to the timetable, as support is required to aid their engagement and attitude towards learning. Assessment of the Year 6 support has revealed the children are making progress in their attitudes towards learning, using the resources and techniques learned and showing an improvement in remaining on task. One child has shown a marked difference in his approach to school and was awarded Student of the Week as a result of the changes. However, for the remainder of the group, having and maintaining a positive mindset towards their learning and showing a consistent approach is a target area they will continue to work towards.	
6	8 Year 1 children with complex speech and language needs whose lack of social interactions during 2020-2021 hindered their progress. Previous support (4.5hrs per week) by specialist Speech and Language TP from Jan 2021- July 2021 saw improvements being made, but continued support is still required.	The children receiving this support have continued to make progress and have benefitted from working alongside the same SaL Teaching Partner across the transition into Year 1. The majority of the group are now speaking with more confidence in a variety of situations and to different audiences. Due to the progress made, interventions are now run every 2-3 weeks as the children gain independence in trying out their new skills. Six out of the eight children in the group are also on the Lowest 20% readers list for the year group and as part of the school's strategies for Reading and Oracy, these children will be targeted as part of pupil conferencing and reading to SLT and Governors, to ensure they are provided with more opportunities to speak, read and listen to a wider variety of people from the school community and continue the progress they have made. The SaL TP has now started to work alongside a group of 7 EYFS children due to the increased need of SaL support identified following baseline and Autumn term assessments and the high percentage (68%) of EAL children in the year group.	
7	Children across the school have returned showing difficulties with interpersonal and intrapersonal skills.	So far approximately 130 children across the school have taken part in 3 SEAL (Social and Emotional Aspects of Learning) units since October 2021, covering skills involved in new beginnings, going for goals and relationships and conflict resolution. Children are put forward for SEAL units by their class teachers based on the unit outcomes and their progress against these objectives is tracked on the school's tracking and assessment programme, Insight. Detailed written feedback on each child's progress, behaviour and response to the content is provided for class teachers, including children's quotes from sessions and information relating to any ongoing CAFAW issues. This concentrated time in a small group focusing on social and emotional skills, has provided a more in-depth look at the children's views on their wellbeing, friendships and their approach to learning and the opportunity to address issues that are raised. In several instances, children involved in	

		playtime conflicts have explained that they have been given strategies in SEAL sessions to help, and they are trying to apply what they have learned.	
8	Due to the pandemic representing a large proportion of their lives, EYFS children require support to make the transition and move into more formal learning. Their academic and emotional readiness has been affected and additional help is needed.	This support has greatly impacted the children's transition to Year 1, with the TP's previous knowledge of the children, from working alongside them in EYFS, proving invaluable to the type of support they are given. The specific reading and Phonics interventions have benefitted the children, as well as the wider Y1 team and is ensuring that progress is being made as sessions are tailored to match the children's current attainment levels. This support has been extended to March 2022.	
9	Relations at home are strained and more families are having to manage difficulties than before lock down.	Links made between families over the summer holidays in 2021 and members of the CAFAW team proved vital in order to meet the needs of members of our school community who required substantial support. Touching base with someone who was aware of the nature of the difficulties families faced and who could put direct support from agencies/groups/organisations in place, meant that care was not limited to term time and positive relationships were established on the return to school. CPOMs was used to log any contact with families and SLT members and class teachers were therefore aware of what help had been given and what support was still required as the children settled into the new academic year.	
10	Additional interventions have been identified as necessary for children who were not in school during the lockdown and have been disproportionality impacted by the disruption to their education. These children are also on the least active register or are awaiting input from NHS occupational therapy.	The interventions of Fizzy (motor skills), Talk Boost and Fine Motor ran in Terms 1 and 2, working with 29 children across the school. Assessments of the children's progress in December 2021 shows that 9 children made substantial progress, passing reassessment and therefore completing the programme. 18 children made progress but it was felt could benefit from additional support next term if they were not considered High Needs. From February 2022, 40 children will be part of the interventions of Talk Boost, Fizzy and Fine Motor, including EYFS children who will be receiving support in Oracy skills.	
11	Following Pupil Progress meetings in term 2 2021, children were identified who have not made the expected level of progress due to missing key objectives in Maths, Reading and Writing over the lockdown periods.	Tuition sessions commenced at the beginning of Term 3 with nine sessions running each week. From the 65 offers of tuition sent out to children, 64 were accepted by families. Prior to starting, tutors received information from class teachers on the children's current progress, target grades and their learning behaviours. This has ensured that the tuition sessions can be planned to meet the children needs and address any gaps in learning that are impacting their progress. Sessions are now halfway through their run and feedback will be given to teachers prior to data lockdown on 21st March and before the next round of pupil progress meetings to help inform assessments.	