

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 based on October census at £80 per child, equates to £33,280					
Area to address	What are we going to do?	Funding amount	Monitoring	Timing	Impact
Children in Y1 have returned to school needing additional support with understanding how to play in unstructured environments; speaking and listening skills; building independence; concentration and being 'ready to learn'.	Additional Teaching Partner into Y1 to work within classrooms to provide additional academic support and in dining hall and playground to provide all-round support with play, oracy and independence.	£4,420	Through pupil progress meetings, the proportion of children working at ARE in July 2021 will be increased from Dec 2020 data. There will be lower number of behaviour incidents in Y1 per week from Dec 2020 to April 2021 and July 2021.	Nov 2020 – July 2021	
Children in Y2 have returned to school with a group of 14 children having not undertaken any home learning whilst in lock down and now children finding learning difficult to engage with.	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.	£4,420	Through pupil progress meetings, the proportion of children working at ARE in July 2021 will be increased from Dec 2020 data.	Nov 2020 – July 2021	
Children in Y2 have missed a great deal of early reading and therefore need additional catch up in phonics from early reading experts.	Phonics breakfast boot camps for 2 x groups of 11 children. One hour per week per group in Oct/Nov 2020.	£560	80% of Y2 will pass PSC (phonics screening check) in Dec 2020. This will include all children who have received additional phonics tuition.	Sept 2020-Nov 2020	
Children in Y1 have missed a great deal of early reading and therefore need additional catch up in phonics from early reading experts.	Phonics breakfast boot camps for 2 x groups of 10 children. One hour per week per group in Jan/Feb 2020.	£560	80% of Y1 will pass PSC in June 2021. This will include all children who have received additional phonics tuition.	Jan 2021-March 2021	
A large proportion of SEND and disadvantaged children across the school have returned to school having stood still or fallen behind with their decoding skills.	Catch Up reading intervention training – 2 x afternoons. Catch Up books purchased x 2 sets.	£500 £440	42 children will have undertaken the Catch Up intervention between Oct 2020 and July 2021 with value for money tracking showing that an average of 8	Oct 2020 – July 2021	

	TP time to deliver intervention @ £82 per child		months progress was made during the intervention.		
		£3,444 (42 children)			
Some SEND and pupil premium children in Y1-6 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.	2 x HLTAs to start 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.	£4,184	High needs children identified in each yeargroup bubble and planning underway by Dec 2020. All children within high needs groups have better learning characteristics and are more engaged and confident in their lessons by March 2021. They begin to close the gaps in their basic skills in reading, writing and maths by July 2021.	Dec 2020 – July 2021	
The number of school home contacts has risen dramatically (from 16 in term 3, 19-20 to 65 in term 1, 20-21) with increasingly complex difficulties between family members at home which are spilling over into school and having a negative impact on learning as children are unable to concentrate. Relations at home are strained and more families are having to manage difficulties than before lock down.	Train CAFAW in filial art therapy to be able to undertake direct therapeutic work with parents/carers and their children to build stronger more respectful and loving relationships at home. Certificate to start Jan 2021 and work can begin by April 2021.	£960 cost of training (time of CAFAW from school's own resources)	Family contact is more positive and children and parents report that they have more positive relationships. Referrals to social care decrease due to prevention of more complex needs. Parents have better coping mechanisms and rely on support/advice from school as relationships are more positive between CAFAWs and homes.	Jan 2021-July 2021	
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.	£1,575 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	Jan 2021 – July 2021	

			between children and staff in each class and children have no reports of disruptive low level behaviour in classrooms.		
Children across the school have returned with some difficulties in playing in an unstructured environment and need to be re-taught how play with friends differs from play with siblings/family members. Restorative Practice Training for children, staff and children	Restorative practice reminder training for MDSAs (Sept 2020) and launch for children through assemblies (Jan 2021) and the launch of Restorative Stars (end Jan 21) to help children become more independent at solving their own friendship issues when low level issues have caused upset.	£650	Number of behaviour incidents decreases on behaviour tracking system. Children can problem solve independently and develop confidence in doing so.	Sept 2020 – March 2021	
A large group of children in Y3-6 have not made adequate progress over the past 12 months and are at risk of not being back on track by Summer 2021. This is in some or all of Maths, Reading, Writing.	Face to face tuition in Y3-6 in small groups outside of school time to supplement first quality teaching. Online tuition in Y5-6 for some children (24) who will respond well to this in small groups with a National Tutoring Programme Partner. 2 x Learning Mentors full time January – July through National Tutoring Scheme – government funded but oncosts paid through C19 catch up fund.	£3,657 £1650 £4,500	Pupil progress meetings show number of children working at ARE increases by May 2021 to: Y3 – 60% RWM (reading, writing, maths) combined Y4 – 65% RWM combined Y5 – 68% RWM combined Y6 – 72% RWM combined	Jan 2021-July 2021	
9 EYFS children have complex speech and language needs due to lack of social interaction in pre-school settings over last year and no referrals for support being put into SaLT.	Specialist Speech and language TP to increase SaLT direct support time from Jan 2021 by an additional 4.5hrs per week to support vocabulary building and undertake speech therapy exercises.	£1000	Children are more confident in their speech and language and number of referrals to SaLT NHS is decreased by July 2021.	Jan 2021-July 2021	
Children across the school have returned showing difficulties with interpersonal and intrapersonal skills.	Additional SEAL sessions will provide strategies to develop emotional skills and wellbeing.	£1,200	Children are able to concentrate better in lessons and have less incidents of negative behaviour. We will see this from incident logs and observations.	From Feb 2021	