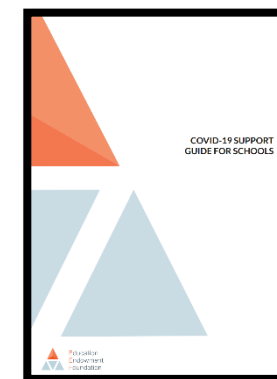## Allocation of catch up funding spend 2021-2022

Based on guidance from the EEF document 'Covid Support Guide for Schools'

'This guide is designed to help teachers and school leaders support their pupils, by equipping them with an overview of relevant evidence. It is designed in particular to support and inform decisions about how to use catch-up funding announced in June 2020.

The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children.

It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.'

Teaching and whole-school strategies	Advice / assessment			Must consider how these elements will be measured
Aspect	Advice	Heron responses	Cost	Impact
Supporting effective teaching	Ensuring **every teacher is supported and prepared for the new year** is essential to achieving the best outcomes for pupils. Providing **opportunities for professional development**—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.	• Promoting quality first teaching through CPD • Time for curriculum adjustments in line with EIF • Detailed handover provided about every child • Training to be given on use of multimedia platforms for remote learning e.g. SeeSaw • GlowMaths Hub tools promoting mastery • Glow Maths project participation CPD for all staff • Engagement in GSP CPD Framework • Gap analysis e.g. early reading, reading and maths • Development of continuous provision in Year 1	£5380	All children will be able to access a broad and balanced curriculum including differentiated provision to meet their needs All staff will be supported through CPD to achieve this

	Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. **Ensuring teachers have training and support to adjust to these changes** is likely to improve the quality of teaching as all pupils return to school.	• Staff training in September to support all staff understanding of how Covid safety measures will impact the school day • Additional budget for all staff to be able to join meetings e.g. TAs/ Play team • Questionnaires to parents to evaluate school responses • Focus on how to play/interaction – modifying OPAL (rotating equipment), additional play equipment for each zone	£1000	

Pupil assessment and feedback	Setting aside time to **enable teachers to assess pupils' wellbeing and learning** needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.	***Pastoral:***
		• Well-being focus through assemblies; class-specific PSHE; pastoral support programmes
		• Pupil voice on behaviour
		• Playground development plans
		• Play therapy as appropriate
		• Using '5-ways of wellbeing'
		• Continue to work towards Mental Health Champion Award
		
		Academic assessments:
		• Phonics, reading, writing and maths assessments completed both formally and informally to check what children know/have retained. Gaps are addressed when they appear that indicate:
		    ○ regression;
		    ○ missed learning;
		• Ensure monitoring of writing and maths is as specific and targeted as reading and phonics.
		• Review marking and feedback policy to improve quality of written feedback in writing (KS2)
		• Discuss and monitor lesson design to ensure this builds on low stress high impact approaches (SIA training) – more breaks built in if recognition that attention spans have decreased
		• Use of Tapestry for children's self-assessment in EYFS
			£5000	All staff will be able to continually assess children's attainment and well-being and ensure that appropriate measures are in place to support them.

Transition support	**All pupils will need support to transition back to school.** However, there are particular challenges for pupils starting a new school after the	• Transition planning provided to receiving teacher. • Welcome videos produced and sent via Seesaw. • Curriculum planning adapted following Ofsted guidance.	£10,400	Children will transition back into full time school and be able to access the curriculum,

	disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible	• Meetings held with high needs or anxious pupils on INSET days. • More time allocated to the school day with a focus on mindfulness and well-being – PSHE lessons, Active 15, additional breaks in lessons • Development of continuous provision in Year 1 • Review of whole school promotional video • Develop a virtual 'welcome to school' package to parents and pupils new to EYFS		rebuild relationships and learn effectively.

Aspect	Advice	Heron response	Cost	Impact
Targeted Support				
One to one and small group tuition: Reading	Close link between teacher, the person intervening and the child Highest need pupils assessed in first term.	• 1:1 and small group intervention TA for Reception - 5 afternoons a week • Phonics starting points identified for each child working below ARE • TA/ Teacher intervention for Phonics (in addition to daily phonics for all) • Teachers and TAs: Identify priority readers – heard daily • Hear every child read every week • Access to Rising Stars Reading Planet at home • Accelerated Reader • Ensure reading is prioritised in any remote learning	£10,000	Identified children will have access to focussed group work in order to diminish the difference between them and their peers. Also to promote the further development of those children working at/ beyond ARE
Reading comprehension		• Training for all teachers in whole class reading • Comprehensive VIPERS/PREDATORS work • Training for all teachers on Power of Reading (including new staff) • Class set of reading books to use in Power of Reading sessions – encourages peer reading and supports pupil's to develop fluent reading capabilities • Dedicated time at the end of each day for teachers to read to children • School audible account/license for access to audible books – developing pupil's language capabilities • Purchase of new texts to promote reading for pleasure	£684	All children will have access to high quality reading materials that are read with and to them. All children will be able to respond to such texts with or without support
Maths		• Glow maths hub participation for mastery – a three year programme • Continue to promote Times Table Rock Stars/Numbots across the school		All children will be offered the next phase in our mastery program to further enhance teaching and learning
Pastoral support		**Learning Mentors** • Thrive style and other interventions to be used. • External expertise (mentoring; play therapy) to be provided where appropriate • EHCP reviews called early where needs are identified **Lunchtime** • Continued focus on the development of play through OPAL		Children identified will be given the skills to be able to overcome particular barriers to learning and be supported to access the wider curriculum

Behaviour support for specific children		• Zones of regulation- whole school approach to help children be more aware of their own emotions and be able to communicate this. Display and specific activities built in throughout day/week to build on this and allow children to develop own toolkits/strategies for self-regulation • Restorative practice as part of behaviour policy with simplified whole school rules (widget visuals): Ready: Respectful; Safe. • Lunchtime hub to support pupils for pupils who present with challenging behaviours during unstructured times • 1:1 learning mentor/SENDCo support to help pupils develop self-regulation strategies and emotional literacy. • Employment of family worker to support parents/families and pupils with challenging behaviours	£2500	Children will be more aware of their own emotional well-being. All children will be able to identify how they are feeling and use strategies learned to self-regulate
Oral language support		• Language and Communication- e.g. talk boost for EYFS/ KS1 • Daily focus on provision for acquisition of language		Language will not be a barrier to other learning.
Extended school time	To be effective, must be supported by parents and staff	• Breakfast Club before the start of the school day, for vulnerable pupils		Vulnerable pupils will be more ready to access learning.

Aspect	Advice	Heron response	Cost	Impact
Wider strategies				
Supporting parents and carers	Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.	• Parents' evenings conducted virtually to ensure parents are fully updated on how their child has settled back into school and to discuss attainment/ progress • Use of Tapestry in EYFS Tapestry for ongoing communication to and with parents	**£833**	All stakeholders work together to support pupil progress.
Reading	for example, offering advice about effective strategies for reading with children.	• Teachers to record stories for children/ offer live story telling via SeeSaw/ Zoom in KS1 • Reissue 'Reading with your child' for parents • Extra online reading resources shared with parents e.g. Oxford Owl, Rising Stars		All children have access to good quality texts.
Access to technology	As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.	• Need to assess which children need access to computers at home: survey in school. • Utilise the DfE access to technology programme		Lack of technology will not be a barrier to accessing learning.
	In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	• Remote Learning in place • Training on the use of platforms to be provided • Monitoring by SLT to be effective ensuring quality and consistency		All children have equal access to remote learning offer.