

Allocation of catch up funding spend

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

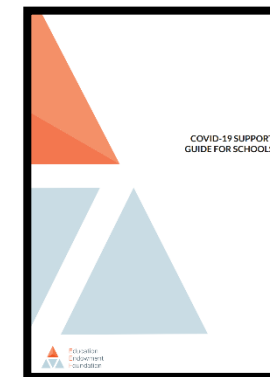
‘This guide is designed to help teachers and school leaders support their pupils, by equipping them with an overview of relevant evidence. It is designed in particular to support and inform decisions about how to use catch-up funding announced in June 2020.

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.’

- *Review January 2021; April 2021; July 2021.*



Teaching and whole-school strategies	Advice / assessment				
Aspect	Advice	KPS response	Cost	Impact	Monitoring
Supporting great 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.	<ol style="list-style-type: none"> 1. Staff given time to model this with history curriculum which then informed actions taken on INSET day to make curriculum adjustments <i>April 2021: during terms 5 and 6 – all curriculum plans to refine approach based on learning from history development.</i> 2. Training from SIA supported detailed understanding of Ofsted’s requirements and best practice with specific reference to what could be learned from the first lockdown. <i>April 2021: training and development learned from SIA development during terms 3 and 4 to be implemented throughout end of 2021 and into next academic year.</i> 3. Detailed handover provided about every child. 4. Phasing of return very clearly established to reduce pressure and clarify focus – see recovery curriculum. 	<p>SIA training: no additional cost</p> <p>Tablets trialed – purchased x28 £1500</p>	<ul style="list-style-type: none"> • Subject leader files created that evidence monitoring against the EIH: in place for: history; science and geography. • Recovery Curriculum Plans in place for all subjects: monitoring against history; geography and science in addition to En and Ma to inform Spring term planning. <i>Plans in place and being used effectively.</i> • Pupil well-being assessed at start and end of terms <i>Well-being survey for adults and children completed. Sep 2020.</i> 	<ul style="list-style-type: none"> • Maths, English, History, geography, Science in place (Term 4/6 2020/21) (SIA visit for SEND, writing, history and science) • Progress against curriculum plans considered by subject leads at end of term 5 for review for 2021/22 • PHSE books to be monitored in Summer term (w/c 24.5.21) • Pupil voice of playground behaviour conducted (22.4.21 and followed up on 1.7.21)

		<p>SLs have amended curriculum progression documents to include covid-19 adaptations</p> <p>Next step: Training to be given on use of multimedia platforms Additional technology (tablets) purchased to support teachers' and TPs engagement. DC computing lead created training tutorials on loom to support teachers in creating Microsoft teams meetings to connect with pupils and tutorials on creating virtual lessons that can be recorded and uploaded to virtual platforms (Jan 2021)</p>		<p>Outcomes used to drive improvement. Positive play-times training and mentoring implemented.</p> <ul style="list-style-type: none"> Behaviour tracking Impact and use of tablets monitored and reviewed for additional spend. Behaviour tracking on a weekly basis implemented and established. BC effectively reviewing teacher's analysis to feed into development. Play equipment purchased for children to play with at lunch-times. Pupil voice positive towards new resources and equipment 	<ul style="list-style-type: none"> Weekly / termly evaluation of behaviour tracking to evidence trends <p>Year 2021/22 Monitor teachers' confidence, use and time saving through IT provision.</p>
	<p>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.</p>	<ol style="list-style-type: none"> INSET day in September to support all staffs' understanding of day. SIA training shared with focus on assessment processes. Door-step visits to new parents (in place of home visits) Virtual new parents' evening meeting (in place of in school meeting) Oct 2020 	<p>Attendance of all staff:</p> <p>Cost for TPs, MDSAs</p>	<ul style="list-style-type: none"> Parental feedback positive about door-steps visits R – extremely settled start Writing and phonics progress strong PSED lower: purchase of additional play based equipment to support oral work 	
Supporting great teaching	<p>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.</p>	<ol style="list-style-type: none"> Whole staff training to take place on 26.01.21 on virtual platforms for home learning to advance lesson delivery. Teachers to not follow home learning for this afternoon Virtual lesson provision to be increased to 3 teaching inputs per day 	<p>Preparation and planning time allocated</p>	<ul style="list-style-type: none"> Staff to have increased confidence in online lesson delivery and impact linked to pupil engagement and success with lesson content. Evidenced by school spreadsheet of analysis of home learning. 	<p>Governors' monitoring of response to lockdown</p>

	<p>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.</p>	<ol style="list-style-type: none"> 1. NQT and RQT have bespoke programme of support. 2. Teams around them help to ensure they feel supported. 3. Frequent meetings with the HT to reflect on their support package. 4. Extended support from the GSP. 	<p>NQT training RQT time out of class</p>	<ul style="list-style-type: none"> • Training and input for both NQTs and RQTs is leading to improvements in teaching in learning for both. <i>Evidence of effective practice in online lessons of NQT. Good practice from NQT used in staff training on home learning.</i> 	<p>Observations of NQT / RQT evidence high quality teaching in line with NQT Standards / Career Development Matrix – termly review</p>
<p>Pupil assessment and feedback</p>	<p>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.</p>	<p>Pastoral:</p> <ol style="list-style-type: none"> 1. Well-being assessments completed in week 1: follow up by well-being week; assemblies; class-specific PSHE; pastoral support programmes <i>Achieved: the weakest area was 'being optimistic about the future'. Assemblies delivered remotely by SLT on this theme.</i> 2. Pupil voice on behaviour. <i>Children's points observed and actions taken.</i> 3. <i>Playground development plans. Achieved. New resources purchased and actively used by the children.</i> <p>Parental input: Direct address to parents requesting input. <i>Parental survey completed by parents and analysis of this fed into SDP</i></p> <p>Academic assessments:</p> <ol style="list-style-type: none"> 1. Phonics, reading, writing and maths assessments completed and analysed against: regression; missed learning; new learning. <i>Data completed and uploaded onto insight and analysed by assessment lead.</i> <p>Next steps:</p> <ol style="list-style-type: none"> 1. Ensure monitoring of writing and maths is as specific and targeted as reading and phonics. 2. Review marking and feedback policy to improve quality of written feedback in writing (KS2) 	<p>GHLL visits £600</p> <p>Playground spend:£1500</p> <p>MDSAs increased wage budget</p> <p>PSHE Lead 1 day supply £153.80</p>	<p>Pupil voice on behaviour shows positive improvement since Feb 2020.</p> <p>Training for MDSAs has supported their understanding and intent of actions: implementation now needed. <i>Implemented Oct 2020. MDSAs trained on how to hear children read. MDSAs now employed for an extra ½ hour each per day, to hear children read. Meetings established with MDSAs and HT. Improvement in morale of MDSAs evidenced through meetings.</i></p> <p>Parental feedback from opening is strong and subsequent feedback is positive.</p> <p>Assessments: <i>Data completed and uploaded onto insight</i></p>	<p>Termly assessments inform planning and interventions</p> <p>Writing book look – April 2021</p> <p>Maths Learning Walk – May 2021</p> <p>10 Aspects of a Maths Deep Dive June 2021</p> <p>Maths SEND report – June 2021</p> <p>Maths ages – June 2021</p>

		3. Discuss and monitor lesson design to ensure this builds on low stress high impact approaches (SIA training)		Observations still planned: Completed autumn 2020 in reading and maths. Marking and feedback policy must be reviewed in Spring 2021 Rosenshine principles training in Spring	
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 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	<ol style="list-style-type: none"> 1. Transition planning provided to receiving teacher. Achieved 2. Welcome videos produced and sent via Dojo. Achieved 3. Curriculum planning adapted following Ofsted guidance. Achieved 4. Meetings held with high needs or anxious pupils on INSET days. Achieved 	Leadership time to support curriculum design	<p>Not directly measurable other than by pupil feedback.</p> <p>Attendance is comparable to previous years (slightly lower but not vastly) Key groups are attending comparatively to last year and well. Late attendance has reduced significantly.</p> <p>Before and after school club numbers are lower than usual.</p> <p>Children report feeling happy and safe with their classes in the vast majority of cases.</p> <p>Pupil well-being survey shows good overall well-being: some classes are slightly lower; EAL and PP higher than non.</p> <p>No overall trends across the school.</p> <p>Pupil voice shows anxiety regarding Covid and close proximity of desks etc particularly in older years.</p>	<p>Evidence from assessment tracking (1/9/20-18/12/20) proves this:</p> <p>Whole school attendance 95.86%</p> <p>Pupil Premium attendance 94.5%</p> <p>SEN attendance 92.78%</p> <p>EHCP attendance 96.52%</p> <p>EAL attendance 96.71%</p> <p>Jan 2020 34/64 vulnerable or SEN pupils are attending school.</p>

	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			School layout reviewed and made covid safe.	
Transition support	All pupils will need support to transition back to school.	<ol style="list-style-type: none"> All pupils to receive office 365 email account to access online teams meetings Class team meetings to be set up on a weekly basis to create links between children at school and home and ensure that the two groups connect 			Office Teams used effectively by all children.
Aspect	Advice	KPS response	Cost	Impact	Monitoring
Targeted Support					
One to one and small group tuition: Reading	<p>Close link between teacher, the person intervening and the child</p> <p>Highest need pupils assessed in first two days. Programme started on 3rd day back</p>	<ol style="list-style-type: none"> SLT member from KS1 out of class for 6 weeks full-time to support catch up programmes in phonics and early reading. Teachers and teaching partners: Identify priority readers – heard daily Hear every child read every week Purchase of new texts (to address anxiety caused by regression) MDSAs hearing children read after their session (need to be trained) Link to home remotely to ensure reading is being prioritised. 	<p>£9300 until half term</p> <p>£3500 from half term to Christmas</p>	<p>EMac produced data: Pupil Progress meeting data demonstrates improvement.</p> <p>This has had a very strong impact and will be continued by proven effective TP.</p> <p>Reading record tracking in place and established for daily readers.</p> <p>Tracking monitored by SLT and records for recording reading are consistent across the school.</p> <p>MDSAs successfully trained and timetable for readers in place.</p>	<p>Termly review of impact:</p> <p>Autumn term 1</p> <p>Autumn term 2</p> <p>Spring term</p> <p>Summer term 1</p> <p>Summer term 2</p> <p>Annual summary of impact</p>
Reading comprehension		<ol style="list-style-type: none"> Training for all teachers in whole class reading TPs trained and validated on Reading for Meaning Scheme (Consultant costs £575	VIPERS training has been conducted in KS2 and KS1. TP training in Spring	<p>Observation round of VIPERS – May 2021</p> <p>Teacher monitoring of reading – May 2021</p>

				Monitoring of reading vipers completed by LP and LH Autumn 2020	
Maths		<p>1. Trained TPs whose practice is validated on Number Stacks intervention</p> <p>Next:</p> <p>1. Explore Numicon training – resource purchased and one staff member trained.</p>	TP additional time for training	<p>Evaluate evidence of impact against a non-Number Stacks test</p> <p>Plus 1 intervention introduced for SEND pupils</p> <p>Numicon maths used</p> <p>Evidence from intervention group trialling number stacks shows improvement.</p> <p>Evaluation to be completed against a non-number stacks test</p>	<p>Review impact of Numicon programme against EHCP targets for child at end of term 6 - JB</p> <p>Assessment report evidences impact of maths interventions (SENCo)</p>
Pastoral support		<p>Learning Mentors</p> <p>1. Thrive and other interventions to be used.</p> <p>2. External expertise (mentoring; Toucan play therapy) to be provided to very high needs children.</p> <p>3. EHCP reviews called early where needs are identified</p> <p>4. Bespoke curriculum design where required (time limited)</p> <p>5. Additional training for TPs running interventions in high prevalence issues.</p> <p>Lunchtime</p> <p>1. Training for MDSAs in behaviour management</p> <p>2. Additional resources to enable effective zoning of playground with games etc (from PE budget carried forwards)</p> <p>3. Wet-play games and activities</p>	<p>Training for TPs</p> <p>Toucan play therapy – free</p> <p>Toucan to fund session.</p> <p>Beacon 4x 1hours @ £5 per hour</p> <p>3 hours for each MDSA £2000 £3000</p>	<p>Interventions measured at start and end of input. Thrive plans reviewed by BP and class teacher.</p> <p>Toucan therapy established for AW. Successful funding established from Toucan to fund session.</p> <p>Beacon 4x 1hours @ £5 per hour</p> <p>Early EHCPS reviews called for 3 children. Achieved.</p> <p>Additional training provided by TPs on 1:1 basis: further training planned in Spring following review of interventions.</p> <p>PS appointed as new lunch-time lead. PS resourced wet-play time activities and has been</p>	<p>Pastoral programmes impact report – termly</p> <p>Lunchtime pupil voice report – termly (PS)</p>

				provided with an online subscription to resources. Wet-play games still to be purchased. Evaluation of resources to take place by PS.	
Reception and Nursery targeted input		<ol style="list-style-type: none"> 1. Baseline assessments completed by half term and used to directly influence whole class teaching and support targeted at need 2. Curriculum design altered to reflect assessment information 	Release time for teachers x 4 days	GB/LS to identify specific actions taken and spend.	
Behaviour support for specific children		<ol style="list-style-type: none"> 1. Personalised behaviour plans developed with parents and external agencies 2. Adapted and personalised curriculum offer where required 3. Additional staff support 4. SENCo to investigate other behavioural interventions 			Weekly monitoring of behaviour (RC) MDSA behaviour management profile report
Oral language support		<ol style="list-style-type: none"> 1. Primary talk used to guide and underpin the curriculum 2. Explicit, focused language development linked to curriculum will be taught each week 3. Use of vocabulary 'flowers' in setting taken from strong practice seen locally. In place (doughnuts) 4. Talk Boost trained staff member to begin interventions after half term. 5. Voice 21 action plan in place 	5 staff training days (AH, SEND lead, EYFS lead) Release time	Voice 21 oracy project applied for and KPS accepted into this. Project to take place in Spring/Summer 2021. SALT virtual calls have taken place to support teachers with those children with speech and language needs. Resources shared and being actively used.	Baseline report complete showing both pupil and teacher (LS to send) Lesson observations evidence effective use of primary talk / V21 project SEND termly report evidences the number of children for whom C&I is an issue Report from Talk Boost intervention (AP) end of term Termly report on impact of voice 21 project – not yet implemented
Extended school time	To be effective, must be supported by parents and staff	Early Birds	Early Birds paid for already	Is there a need to re-evaluate the children who are attending EB? EB provision halted for Jan provision in light of lockdown 2.	Termly report evidences the number of children accessing EB and the reasons for this +

				Would there be any benefit to extended inclusive time for some children?	any for whom there is insufficient capacity (CG)
<p>Extra teaching capacity</p> <p>Writing intervention</p> <p>Support group for Y4 pupils who are below ARE</p>	<p>To be effective pupils should have high quality feedback.</p> <p>Small group tuition as a catch-up strategy.</p> <p>Intervention lessons linked directly to the writing curriculum and focused in the specific area where pupils would benefit from additional practice in order to move to EXS</p>	<ol style="list-style-type: none"> 1) Y4 pupils identified who are attending school during lockdown 2 and who are PP and below ARE 2) Intervention Writing programme planned by teacher 3) Samples of pupils' writing monitored and assessed at the beginning to compare to end points 4) Writing intervention programme implemented daily 	<p>Delivered by qualified teacher</p>	<p>Pupils will increase writing standard from below EXS to EXS</p> <p>This worked well in lockdown but is less able to be applied</p>	<p>Writing assessments at end of term – books evidence increased outcomes for these children.</p>

Aspect	Advice	KPS 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 postponed but all parents offered phone conversation in October and teachers also targeted specific children who were known. Previous teacher to advise.		Ensure that lower attendance is not specific to particular groups: SEN; PP: EAL1/9/20-18/12/20) proves this: Whole school attendance 95.86% Pupil Premium attendance 94.5% SEN attendance 92.78% EHCP attendance 96.52% EAL attendance 96.71% Parents' evenings occurred in Oct 2020 on an online platform – teams meetings. Parental response to this was positive.
Supporting parents and carers	Providing additional resources to families with support and guidance	<ol style="list-style-type: none"> 1) Lead English teacher to plan KS2 able reading group sessions 2) Leading teacher to set up teams meetings to discuss chosen texts. PP targeted from each yr group. 		Parental feedback responded to. More able pupil's response to reading positive.
Reading	for example, offering advice about effective strategies for reading with children.	Teachers to record stories for children + Andy Harden LH to run a session on 'reading with your child' in KS2 and LS to run a session on reading with your child in KS1 / EYFS.	Additional time	Use the tips in the guidance: EMac to produce a very simple guide. Guide produced A.Harden completed the filming of class stories and is continuing to do so in line with the reading curriculum. Videos uploaded onto class Dojo for children to watch from home. 'Reading with your child' sessions still to take place. Postponed until post lockdown.
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. Purchase of iPads for every class Set up of loan computers for TPs to work more successfully with children – link to printers More computers that can be used in the computer suite / staff room	£130 x 14 for class comms	Survey in school completed by every year group to ascertain home learning needs Additional technology purchased for each class – total of 14 laptops Laptops purchased for every EHCP child (x14) Loan computers set up and delivered to pupils with lack of IT in the home learning environment Routers delivered to children without internet access x2

	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 needed. Monitoring to be effective by SLT	£400 re-configure old laptops – not needed due to Dfe allocation Free	Remote learning successfully in place 33 allocated chrome books from Dfe Every child set up with an office 365 email account to access class teams meeting Access to dojo
Access to technology	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.	Need to review pupils' access to dojo now that technology for home use has been provided. Compare pupils' engagement with learning prior to being given a device		All pupils will be accessing home learning if not in school.