

Whole School Pupil COVID-19 Premium Catch Up Plan - Swanbourne CE School (2020-2021)

COVID-19 Premium Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

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 for the next academic year. (See also EEF - School Planning Guide 2020-21) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

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.

(DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

1. Summary information			
School	Swanbourne CE School		
Academic Year	2020/21	Number of pupils eligible for Pupil Premium	COVID-19 Catch up Premium
Total number of pupils	118	12 Pupils in Total 10 Pupils (Pupil Premium) 1 Pupil (Children Looked After) 1 Pupil (Forces)	Overall funding - 2020/2021: £9,440 (Based upon £80 per child with 118 children on roll)

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils across the school is relatively low compared to both a local and national picture at 10% - 12 children in total.
- The vast majority of children from EYFS to Year 2 engaged with the online home learning provision from March 2020 to June 2020.
- Home Learning Parental Survey (June 2020), reported that;
 - 98% were happy with the Home Learning provision
 - 77% felt that their children completed all Home Learning tasks set
 - 82% felt that their child coped well with Home Learning
- Following a phased return to school in June 2020, all year groups returned for 2 days a week (Mon/Tues or Thurs/Fri) in cohorts of 8 (KS1) or 15 (KS2) until the end of Summer term 2020:
 - June 1st 2020 return - Reception, Year 1 and Year 6.
 - June 8th 2020 return - Kingfishers Pre-School.



- 15th June 2020 return - Year 2, Year 3, Year 4 and Year 5.
- This phased return to school following Lockdown, allowed parents and pupils to feel confident school processes and procedures and in turn had a positive impact on the return of pupils in September 2020, this was highlighted in the Home Learning Parental Survey (June 2020), which reported that:
 - 97.7% of parents felt that if their child returned to school in June 2020, it had a positive impact on their mental health.
 - 92% of parents stated that their children were happy or only a little nervous about returning to school in September 2020.
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break - From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional wellbeing - This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.

Purpose of COVID-19 Premium Catch up plan is to ensure:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March 2020, they are working at least to an age-related expectation in that same subject by the end of the year.
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.
- Children make accelerated progress in Reading, Writing and Maths
- Children are not disadvantaged long term by school absence related to COVID-19 and Lockdown
- Appropriate use of the Catch Up Premium
- The most effective deployment of resources
- Staff wellbeing and manage their workload
- To continue to provide an ambitious and broad curriculum in all subjects and across all phases, where face-to-face sessions cannot be facilitated at school either as a result of the following:
 - A pupil self-isolating
 - A member of staff self-isolating
 - A partial school closure due to COVID 19
 - A full school closure due to COVID 19
 - A local lockdown
 - A national lockdown

2. Barriers to future attainment (for all pupils following COVID-19 and Lockdown)		
Barriers		Desired Outcome
A.	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and COVID-19.	Staff continue to develop their understanding and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the Autumn term 2020.
B.	Home learning requires further development to improve access to learning online at home for all pupils - Development of 'Live' sessions, recorded lessons, access to resources and devices.	<ul style="list-style-type: none"> - New and improved Home Learning provision is in place - All staff are trained in its use (LA based) - Weekly homework activities are uploaded and feedback to pupils given as and when appropriate. - Developed use of 'Live' sessions are provided - at least twice a week in each year group if back in Lockdown. -
C.	Targeted academic support - Focus on consolidation of basic skills; the core skills which enable successful learning will require increased curriculum time across all year groups.	<ul style="list-style-type: none"> - Use Autumn 2020 baseline assessments to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics. - Following baseline assessments, focus on consolidation of the 'Gaps' in basic skills will be the priority across all year groups focussing on the following key areas; <ul style="list-style-type: none"> • Handwriting • Spelling of high frequency words • Basic sentence punctuation • Times tables recall • Basic addition and subtraction fact recall • Reading skills relevant to age.

		- Pupils make accelerated progress in key areas from their starting points at the beginning of the Autumn term 2020.
D.	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn (September 2020).	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2020 to Summer 2021.
E.	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.

Phase 1 - A positive return to school				
Desired outcomes	Chosen Action (Cost)	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
All children returned to school and attendance 100%	<ul style="list-style-type: none"> - Teachers to contact parents on INSET days if parents or children are known to be anxious about returning. - Communication about arrangements need to be clear and sent repeatedly before the start of the term and continuing through the term to consider any updates. - All staff on gates to welcome children initially and then reducing down to DM/CA and staff rota going forward. - DM and CA to follow up with any children not attending. - (£0) 	<ul style="list-style-type: none"> - Half Termly Attendance Report - CA/DM to monitor Attendance on a weekly basis 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum 	- Half termly
Children continue to attend school regularly and attendance remains at 96% or above	<ul style="list-style-type: none"> - Whole school to maintain a focus on attendance through displays and updates in Newsletters. - DM and CA to monitor attendance and undertake actions to impact positively. - DM and CA to contact families where children not attending and work with them to ensure good attendance - DM and CA to undertake weekly monitoring of absence and send appropriate letters/hold meetings as necessary. - Correct attendance coding to be used for isolating pupils - (£0) 	<ul style="list-style-type: none"> - Half Termly Attendance Report - CA/DM to monitor Attendance on a weekly basis 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum 	- Half termly
Children have opportunity to discuss any worries or concerns regarding return to school/COVID-19/Lockdown	<ul style="list-style-type: none"> - Teachers plan opportunities for children to discuss concerns - contact via Class Dojo, video calls etc... - Online learning platform to have some 'wellbeing activities' for the children to complete - Whilst isolating, weekly 'check in' telephone conversations between parents and children - Staff to identify and discuss potential children who require additional support (Play therapy, Lego therapy or sessions with Mrs Temple) - All classes to continue to use 'Worry Boxes' for classrooms - Ensure children know who they can talk to if they have concerns - Risk assessments written for key children and updated regularly - (£0) 	<ul style="list-style-type: none"> - Teachers to have open communication with parents/carers to discuss concerns surrounding Mental Health and wellbeing of pupils. - Staff to keep phone/communication logs to ensure 'check in' calls/emails have been made. - Pastoral Support referrals passed onto CA/DM and discussed with Aimee Temple to identify and provide specific pupils with therapy/support. - Pastoral Support session reports from AT shared with DM/CA and Class Teachers if relevant to ensure follow up from sessions can be implemented/acted upon. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - Aimee Temple - Class Teachers - Support Staff 	- Half termly

<p>Children have specific support to discuss any anxiety, self-esteem or mental health concerns/worries upon return to school/COVID-19/Lockdown.</p>	<ul style="list-style-type: none"> - Play Therapy, Counselling and 1 to 1 support sessions with Mrs Temple (Pastoral support) for identified children who have struggled with mental health, self-esteem and anxiety upon return to school. (5 additional hours per week x 38 weeks = £5700) 	<ul style="list-style-type: none"> - Teachers to have open communication with parents/carers to discuss concerns surrounding Mental Health and wellbeing of pupils. - Staff to keep phone/communication logs to ensure 'check in' calls/emails have been made. - Pastoral Support referrals passed onto CA/DM and discussed with Aimee Temple to identify and provide specific pupils with therapy/support. - Pastoral Support session reports from AT shared with DM/CA and Class Teachers if relevant to ensure follow up from sessions can be implemented/acted upon. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - Aimee Temple - Class Teachers 	<p>- Half termly</p>
<p>Children with additional social and emotional needs are well supported in new school life</p>	<ul style="list-style-type: none"> - Review of Behaviour Policy with all staff - SLT to support teachers with key children - Class teachers implement strategies to support children such as visual timetables, placement in classroom, additional support etc... - Plan suitable PSHE and wellbeing lessons - offer lunchtime clubs to support this with Mrs Temple. - Regular open communication during the initial return to school, either via phone or Class Dojo messaging (£0) 	<ul style="list-style-type: none"> - DM/CA review Behaviour Policy - share with staff Autumn 2020. - SLT to support teachers with key children - Class teachers implement strategies to support children such as visual timetables, placement in classroom, additional support etc... - CS (PSHE Leader) to provide resources and planning for suitable PSHE and wellbeing lessons - offer lunchtime clubs to support this with Mrs Temple. - DM/CA to monitor and support with communication during the initial return to school, either via phone or Class Dojo messaging 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - Aimee Temple - Charlene Smuts - Class Teachers - Support Staff 	<p>- Half termly</p>
<p>New children and their families are welcomed and settled in to school smoothly</p>	<ul style="list-style-type: none"> - New children arrive through the phased plan to be welcomed and complete any outstanding admin (SLT, Class Teachers and admin staff on hand to answer questions). - New children added to 'Class Dojo' promptly to aid communication. - New parents added to 'Parent Mail' promptly to aid communication. - Class teachers to explain to new children our expectations to 'Keeping us safe' in the classroom and playground. - DM, CA and Class teachers to link with previous schools re safeguarding, attendance or other concerns - If relevant, make links with allocated social worker. (£0) 	<ul style="list-style-type: none"> - TWW, HC and JA ensure new children arrive through the phased plan to be welcomed and complete any outstanding admin (SLT, Class Teachers and admin staff on hand to answer questions). - DM/CA to add new children added to 'Class Dojo' promptly to aid communication. - TWW, HC and JA to ensure new parents are added to 'Parent Mail' promptly to aid communication. - Via 'Meet the Teacher' videos and in school discussion, class teachers explain to new children - expectations to 'Keeping us safe' in the classroom and playground. - DM/CA to update and any safeguarding/attendance concerns and make links with allocated social worker - Links and records to continue to be maintained. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - Class Teachers - Office Bursars/Admin - Support Staff 	<p>- Half termly</p>
<p>Increased time allocated to mental health, wellbeing and social skills development.</p>	<ul style="list-style-type: none"> - Adaptations to the PSHE curriculum and use of resources from the PSHE Association will ensure Class teachers can promote mental health, wellbeing and social skills and ensure these will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. - The school will continue to promote Mental Health awareness and all children will participate in Mental Health Week from 1st - 7th February 2021. The work will support the charity 'Place2Be' to encourage children to explore different ways in which they can express themselves and 	<ul style="list-style-type: none"> - CS/DM to monitor PSHE - Book scrutiny, learning walks, pupil voice to evaluate the impact of promoting mental health, wellbeing and social skills. - Staff to ensure planning and work reflects the focus of mental health, wellbeing and social skills - ensuring these are at the core of all catch up work. - Whole School planning and use of 'Place2Be' shared resources to be used throughout 'Mental Health Awareness' week - Portfolio of work to be collated by Charlene Smuts (PSHE Leader) to highlight the impact of this week. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - Charlene Smuts - Class Teachers - Support Staff 	<p>- Half termly</p>

	the creative ways in which they can share their thoughts, feelings and ideas. (£0)			
Increased time allocated to mental health, wellbeing and social skills development.	<ul style="list-style-type: none"> - From Spring term 2021 - A 5 minute daily practice, which can be used every day as a calming and settling tool after a breaktime, at the start of the day before lessons begin, or at the end of the day in a summative fashion. - 'Ignatian Contemplative Toolkit' (ODBE) to be implemented to develop pupils' well-being, flourishing and good mental health, to draw on Ignatian spiritual practices, to respond to the new Growing Faith agenda and to develop BeSpace and Prayer Space initiatives. (£0) 	<ul style="list-style-type: none"> - Spring term 2021 - DM/CA to record sessions from 'Ignatian Contemplative Toolkit' (ODBE) and to provide staff with notes, toolkit and discuss training to ensure additional sessions can be implemented by Class Teachers. (£0). - DM/CA to monitor sessions to evaluate the impact of promoting mental health and wellbeing. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - Charlene Smuts - Class Teachers - Support Staff 	- Half termly

Phase 2 - Identification of gaps in learning and priority areas for curriculum

Desired outcomes	Actions	How will you ensure it is implemented well?		
Establish an effective handover to new class teachers.	<ul style="list-style-type: none"> - In Summer term 2020 - Staff completed a 'Transition Handover Sheet' highlighting the following: <ul style="list-style-type: none"> - SEN or Medical needs - Reading level - Writing level - Maths level - Friendship groups - Really enjoys/Motivators - Behaviour/Learning - Parental support - History - Safeguarding - Pastoral - Attendance - (£0) 	<ul style="list-style-type: none"> - CA/DM to monitor Transition Handover sheets with staff to ensure all concerns (including safeguarding and impact of COVID-19) for individuals are shared with relevant staff to ensure staff are considering mental health, wellbeing and social skills. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - Class Teachers - Support Staff 	- Autumn 2 2020 and Half termly.
Assessment for Learning via 'marking' and feedback is effective	<ul style="list-style-type: none"> - Effective use of Whole class 'Gaps' Summary sheet to identify: <ul style="list-style-type: none"> - Subject/Topic Area - Areas of Concern/'Gaps' in understanding - Objectives/Aims and Intend Actions - Success Criteria - Potential Resources and costs - Individual children who may need support - Low stakes assessments to aid memory retention. - Leaders to monitor use of these sheets to ensure they are being used as effectively as possible - feedback at SLT meetings. - Feedback used to make next steps explicit to children - Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? - Pupils to consider and share on what support do they need - identify individual for pre and post teaching sessions and interventions. - Daily reflection time to consider own learning needs and resilience. 	<ul style="list-style-type: none"> - CA/DM to monitor and discuss the Whole class 'Gaps' Summary sheets with previous and current staff to ensure all areas of concerns (including safeguarding and impact of COVID-19) for whole class, groups and individuals are shared with relevant staff to ensure staff are considering mental health, wellbeing and social skills. - CA/DM to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of promoting mental health, wellbeing and social skills. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - Class Teachers - Support Staff 	- Autumn 2 2020 and Half termly.

	- (£0)			
Children secure basic skills and have foundations for more complex learning	- Opportunity for over learning and repetition. - Frequent, low stake assessment (quizzes, multiple choice, small tests) to assess understanding and retention. - (£0)	- CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of securing basic skills following COVID-19 Lockdown as well as promoting mental health, wellbeing and social skills.	- David May - Carol-Anne McCollum - Subject Leaders - Class Teachers - Support Staff	- Autumn 2 2020 and Half termly.
Teachers to have time to reflect on needs of cohort and adaptations needed to curriculum	- Staff meeting time used for these reflections as a phase - Subject leaders to support Class Teachers - staff to look at developing the use of effective assessment for Foundation subjects (Science, History, Geography) - for example use of Knowledge Organisers and Reasoning questioning to establish level of pupil knowledge and application of knowledge. (£0)	- CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of Knowledge Organisers to adapt curriculum to support knowledge curriculum following COVID-19 Lockdown as well as promoting mental health, wellbeing and social skills.	- David May - Carol-Anne McCollum - Subject Leaders - Class Teachers - Support Staff	- Autumn 2020 and Half termly.
Children not attending school due to isolation have Home Learning provided for them and they are able to access all materials and demonstrate effective learning remotely.	- Class Dojo (KS1 and KS2) and Evidence Me (EYFS) platforms to be used to provide access to all staff in school and remotely - Class Dojo. - Class Dojo/Evidence Me joining instructions and how to operate the platform shared with parents. - Trouble shoot where necessary - Remote Contingency Plan written to detail processes needed - School to provide paper copies of Home Learning for pupils, if unable to access online platform - Class Teacher and DM/CA to contact the parents and pupils regularly, to check up on wellbeing, either by phone calls, or messaging via Class Dojo or Evidence Me platforms. (£0)	- DM/CA to support and monitor to ensure school has open communication with parents/carers to discuss concerns surrounding Mental Health and wellbeing of pupils. - DM/CA to monitor and support staff to keep phone/communication logs to ensure 'check in' calls/emails have been made. - Pastoral Support referrals passed onto CA/DM and discussed with Aimee Temple to identify and provide specific pupils with therapy/support. - Pastoral Support session reports from AT shared with DM/CA and Class Teachers if relevant to ensure support is in place and follow up from sessions can be implemented/acted upon.	- David May - Carol-Anne McCollum - Class Teachers - Support Staff	- In place September 2020 - Reviewed fortnightly (as per use of individuals isolating).
Manage a teacher's workload whilst providing remote learning and in class learning	- If a single child is isolating, teachers provide a 2 week Home Learning Timetable - Paper resources will be available in school if required. - Oak Academy lessons and other online programmes including; - Mathematics (Maths) - £695 - Develop Experts (Science) - £100 KS1/2 Foundation subjects to be delivered using BBC Daily Bitesize or Oak Academy as appropriate following the curriculum map or Class Teacher pre-recorded videos. All links to be uploaded to School Website and Class Dojo/Evidence Me to be accessed by pupils and parents at home. (£795)	- DM/CA to ensure that 2 week Home Learning Timetable is on school website and available for all parents to access. - DM/CA to ensure that paper copies of 2 week Home Learning Timetable are made once requested by those isolating. - DM/CA to ensure that Mathematics, Developing Experts and other logins are made available to staff/parents/pupils by class teachers from Autumn 1 2020 onwards.	- David May - Carol-Anne McCollum - Class Teachers	- In place September 2020 - Reviewed fortnightly (as per use of individuals isolating).
Phase 3 - Identification and implementation of interventions				
Desired outcomes	Actions	Evaluation and impact		
To ensure children and staff recognise key knowledge to be retained	- Review Whole class 'Gaps' Summary sheet each half term alongside Target Tracker - SLT, Key Stage Leaders and Subject Leaders to be involved to be aware of 'Gaps' and how staff are addressing them. - (£0)	- CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of Knowledge Organisers to adapt curriculum to support knowledge curriculum following COVID-19 Lockdown as well as promoting mental health, wellbeing and social skills.	- David May - Carol-Anne McCollum - Subject Leaders - Class Teachers - Support Staff	- Autumn 2020 and Half termly.

Children have appropriate vocabulary and knowledge for their age and can access age appropriate texts with understanding	<ul style="list-style-type: none"> - Knowledge Organisers used in class and new vocabulary is explicitly taught through a broad, ambitious and knowledge rich curriculum. - (£0) 	<ul style="list-style-type: none"> - CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of Knowledge Organisers to adapt curriculum to support knowledge curriculum following COVID-19 Lockdown as well as promoting mental health, wellbeing and social skills. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - Subject Leaders - Class Teachers - Support Staff 	<ul style="list-style-type: none"> - Autumn 2020 and Half termly.
In class, same day interventions are used effectively to plug 'Gaps'	<ul style="list-style-type: none"> - Class teachers to use feedback from pupils and TAs/HLTAs to identify children/groups of children needing intervention and post-teaching sessions. - Self-assessment and verbal feedback from Class teachers to be used at the end of lessons to aid above. - HLTAs/TAs deployed effectively by class teachers to assist in interventions - (£0) 	<ul style="list-style-type: none"> - CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of interventions and pre and post teaching sessions to ensure specific pupils/groups are identified. - CA/DM, SENCO and Class Teachers to review interventions and evaluate at end of Autumn term 1 2020 and adaptations made where necessary. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - SENCO - Subject Leaders - Class Teachers - Support Staff 	<ul style="list-style-type: none"> - Autumn 2020 and Half termly.
Programme of interventions to meet current needs of cohorts	<ul style="list-style-type: none"> - SENCO (RCH) to support Class teachers, TAs and HLTAs to create programme of afternoon interventions with measurable outcomes. The plan to include deployment of staff to lead these. - Interventions to be reviewed and evaluated by SLT, SENCO and Class teachers at end of Autumn term 1 2020 and adaptations made where necessary (£0) 	<ul style="list-style-type: none"> - CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of interventions and pre and post teaching sessions to ensure specific pupils/groups are identified. - CA/DM, SENCO and Class Teachers to review interventions and evaluate at end of Autumn term 1 2020 and adaptations made where necessary. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - SENCO - Subject Leaders - Class Teachers - Support Staff 	<ul style="list-style-type: none"> - Autumn 2020 and Half termly.
Individual children of concern identified early and a robust plan made to help them catch up	<ul style="list-style-type: none"> - Pupil progress meetings held in Autumn term, alongside Performance Management meetings, to discuss any child who has slipped from previous assessment point and any child a teacher is concerned about. - Follow up staff meeting time to support teachers in completing actions and adapting planning / groupings to support the identified children. - Follow up pupil progress meetings to evaluate the success of the interventions and any next steps for the children. (£0) 	<ul style="list-style-type: none"> - CA/DM and Subject Leaders to monitor via Pupil Progress update meetings, book scrutiny, learning walks, pupil voice to evaluate the impact of interventions and pre and post teaching sessions to ensure specific pupils/groups are supported and making appropriate progress. - CA/DM, SENCO and Class Teachers to review interventions and evaluate at end of Autumn term 1 2020 and adaptations made where necessary. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - SENCO - Subject Leaders - Class Teachers - Support Staff 	<ul style="list-style-type: none"> - Autumn 2020 and Half termly.
Targeted support set up for small groups or individuals where more in depth or sustained support is needed.	<ul style="list-style-type: none"> - Pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing "catch up" in their learning. (£150 for school to pay per child for 15 hours of tutoring) (NTP Costs = £900 for 6 pupils) - In school 1 to 1 tutoring programme set up to be led by BJ for individuals and small groups of children. - BJ's tutoring plan has clear measurable outcomes and is reviewed after a block of support. - Fund additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning. 1 to 1 sessions with a specialist teacher - Becky Jeffery (45mins per week). (£600 per term = £1800) 	<ul style="list-style-type: none"> - DM/CA to apply for National Tutoring programme subsidised funding through the Professional Tutoring Partnership. - DM/CA to meet with PTP arranged tutor to discuss arrangements and needs of specific pupils. - DM/CA to complete relevant paperwork to arrange tuition sessions; <ul style="list-style-type: none"> • Memorandum of Understanding with the National Tutoring Programme (Education Endowment Foundation) • Evaluation requirements, including provision of student data • Terms and Conditions of Tuition Partner (Professional Tutor Partnership). • Privacy Notice - setting out expectations of parental consent and data management. - DM/CA to discuss/receives updates of individuals in tuition sessions and next steps to aid pupil progress. 	<ul style="list-style-type: none"> - David May - Carol-Anne McCollum - NTP - Julie Thorpe - Becky Jeffery (1 to 1 Tutor) - Class Teachers 	<ul style="list-style-type: none"> - Autumn 2 2020 (Reviewed half termly)

<p>To complete assessment of learning and of basic skills to identify major gaps.</p>	<p>- Basic skills baseline assessments are made in September 2020 and in response to feedback from the Whole class 'Gaps' Summary sheet from previous Class teachers, current Class Teachers will work to identify 'Gaps' in learning and adapt teaching accordingly. - (£0)</p>	<p>- CA/DM to provide NFER test papers and previous SATs monitor and discuss baseline assessments and work with class teachers to ensure 'Gaps' are addressed and 'Recovery curriculum' is in place to meet the specific needs of specific pupils, groups and classes.</p>	<p>- David May - Carol-Anne McCollum - NTP - Julie Thorpe - Becky Jeffery (1 to 1 Tutor) - Class Teachers</p>	
<p>To focus on consolidation of basic skills - The core skills which enable successful learning will require increased curriculum time across all year groups.</p>	<p>- Following baseline assessments, focus on consolidation of the 'Gaps' in basic skills will be the priority across all year groups. - A 'Recovery curriculum' will be planned for Maths and English for each year group. Objectives have been identified as 'not taught' or 'taught but not fully embedded' following consultation with previous class teachers. - In turn, any missed learning will be taught alongside a focus on the following key areas:</p> <ul style="list-style-type: none"> • Handwriting • Spelling of high frequency words • Basic sentence punctuation • Times tables recall • Basic addition and subtraction fact recall • Reading skills relevant to age. <p>- (£0)</p>	<p>- CA/DM to monitor and discuss baseline assessments and work with class teachers to ensure 'Gaps' are addressed and 'Recovery curriculum' is in place to meet the specific needs of specific pupils, groups and classes. - CA/DM to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of 'Recovery curriculum' and the focus on basic skills to ensure any missed learning is in place alongside focus on key areas. CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of the 'Recovery curriculum' to adapt curriculum to support basic skills and address any missed learning from previous term/academic year.</p>	<p>- David May - Carol-Anne McCollum - SENCO - Subject Leaders - Class Teachers - Support Staff</p>	<p>- Autumn 2020 and Half termly.</p>
<p>To ensure additional lesson time is dedicated to core teaching.</p>	<p>- Reading, writing and maths teaching will require increased teaching time in order to cover missed learning - particularly in the Autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term. - (£0)</p>	<p>- CA/DM to monitor and discuss and work with class teachers to ensure Core teaching takes priority in the Autumn term to ensure 'Gaps' are addressed and 'Recovery curriculum' is in place to meet the specific needs of specific pupils, groups and classes. - CA/DM to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of 'Recovery curriculum' and the focus on basic skills to ensure any missed learning is in place alongside focus on key areas. - CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of the 'Recovery curriculum' to adapt curriculum to support basic skills and address any missed learning from previous term/academic year.</p>	<p>- David May - Carol-Anne McCollum - SENCO - Subject Leaders - Class Teachers - Support Staff</p>	<p>- Autumn 2020 and Half termly.</p>
<p>To work through well sequenced, purposeful learning schemes.</p>	<p>- School-created Talk 4 Writing schemes have being adapted to focus on missed objectives and consolidate the basic skills and address the 'Gaps'. - Mastery Maths will utilise the White Rose Maths Scheme as our spine of learning and COVID-19 catch up premium will be used to purchase adapted plans that have been purpose written for catch up. - (£0) - Particular focus on early reading and phonics.</p>	<p>- CA/DM to monitor and discuss and work with class teachers to ensure Core teaching takes priority in the Autumn term to ensure 'Gaps' are addressed and 'Recovery curriculum' is in place to meet the specific needs of specific pupils, groups and classes. - CA/DM to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of 'Recovery curriculum' and the focus on basic skills to ensure any missed learning is in place alongside focus on key areas. - CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of the</p>	<p>- David May - Carol-Anne McCollum - SENCO - Subject Leaders - Class Teachers - Support Staff</p>	<p>- Autumn 2020 and Half termly.</p>

'Recovery curriculum' to adapt curriculum to support basic skills and address any missed learning from previous term/academic year.

- CA/DM and Subject Leaders to monitor via Book scrutiny, learning walks, pupil voice to evaluate the impact of the 'Recovery curriculum' to focus on early reading and phonics to address any missed learning from previous term/academic year.

- Early reading and phonics are always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

Total allocated budget (As of September 2020)

£9195