



Potters Gate Primary School and St. Andrew's Infant School

Catch Up Funding Action Plan: 2020-2021

Anticipated allocation of funding for 2020-21: **£41,440 (St. Andrew's Infant School £5200, Potters Gate Primary School £36,240)** (£80 per pupil)

Summary of the catch-up priorities identified by the school:

- 1. To improve the level of attainment in reading for all children, with a focus to increase the number of children reaching expected standard.**
- 2. Develop and embed rapidly, a language rich curriculum which allows pupils, especially those with lower starting points, to quickly catch up in language to similar levels as their peers.**
- 3. To support staff to build resilience within children and families, in order to develop a positive growth mindset for learning, through wave 2 and 3 interventions.**

The school has considered the [EEF guidance](#) on the [Catch Up Premium](#), including the [National Tutoring Programme](#), in the compilation of this plan.

The Catch Up Premium will be used for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Activity	Finances allocated to the activity	Reasons and evidence for this area of activity/ approach/action	Summary of the activity including quantifiable details of the year groups and pupils' involved	Timescale – with milestones (if applicable)	How will the activity support pupils to catch up for lost teaching over the previous months?	How will this activity be monitored, when and by whom? How will the school measure the impact and effect of the expenditure?	Actual impact: How did the activity quantifiably impact on supporting pupils to catch up?
1. Implement Read, Write Inc for the teaching of phonics throughout the school	£10000 (£3000 training for whole school in Ruth Miskin Phonics programme. £7000 on Read Write Inc resources including phonically decodable reading books)	Prior to lockdown leaders were concerned with the levels of children meeting expected in Y1 Phonics screening.	Phonics taught to all children who have not completed Phase 1-6 Letters and sounds. 45 minutes per day. Ability grouped focussed teaching. Assessed after each 6 week block of teaching.	Introduce Read, Write Inc to whole school November 2020. 6 weekly milestones for assessment windows to see impact of teaching.	Intensive, regularly assessed and appropriate teaching of early reading skills.	Phonics lead at Potters Gate and St. Andrew's will monitor the 6 weekly assessment of phonic progress of all children within the programme.	

<p>2. Develop and embed rapidly, a language rich curriculum which allows pupils, especially those with lower starting points, to quickly catch up in language to similar levels as their peers.</p>	<p>English Lead 0.1 for one term Spelling Shed Scheme (£400)</p>	<p>EEF research into Impact of school closures on the attainment gap</p> <p>Research has shown that vocabulary acquisition and extension is a key to closing the gap.</p>	<p>All year groups targeted from Year R to Year 6. Focus learning of vocabulary extension in all areas of the curriculum: Guided reading, Foundation subjects and maths.</p>	<p>Introduce and monitor access for all children to be in a language rich environment in September. Monitored half termly by English lead through observations and checklists. Vocabulary Mats introduced in November to all lessons.</p>	<p>Increased vocabulary capacity measured through vocabulary test.</p>	<p>Monitored by the English Lead through outcomes termly in writing and reading. Includes NFER and No More Marking Tests</p>	
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<p>3. To support staff to build resilience within children and families, in order to develop a positive growth mindset for learning through wave 2 and 3 interventions.</p>	<p>ELSA 16.33 hours per week (£6,440) Nature 15 hours (£6,211) HSLW 7 hours (£7000)</p>	<p>Since Covid, a day a week from HSLW is needed to support families through the difficulties they are now facing following lockdown.</p>	<p>Support families through the TAF process, zoom meetings, telephone calls, accessing support and signposting to support, checking in with children with increased anxiety and working with parents for advice over the phone and by email. Significant increase in the need for therapeutic family support which has come out of Covid.</p>		<p>This support will address some of the growing concerns of increased mental health within many families. This has a enormous impact on children and their ability to learn.</p>	<p>Monitored by the SENCO through analysis of data and impact of emotional support.</p>	
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