



**Shoscombe Church School**

**Catch up funding 2020-21**

**COVID-19 Catch-up Premium Funding**

<p>Identified gaps</p> <ul style="list-style-type: none"> <li>● Disadvantaged and vulnerable children;</li> <li>● Y2 who should have got phonics in Y1 but have come back with gaps;</li> <li>● huge list of referrals for SEN;</li> <li>● increased number of children with social workers or early help agencies (and subsequently increased emotional challenges and low resilience/engagement) and these are the same children who are also significantly behind academically;</li> <li>● children who had caught up prior to lockdown and have returned right back where they were (typically those who didn't access any/much home learning);</li> <li>● reading - children read less often at home and we have noticed many have come back below ARE where they had been ARE</li> </ul>	<p>Objective from SIP: Teacher's planning accelerates pupil progress across all subjects (planning backwards from effective assessment), especially for vulnerable children and those who need to catch up to ARE following significant absence in 2019-2020</p> <p><b><u>Success Criteria going forward:</u></b> Expected outcomes for 2020-21: GLD 86%, Y1 phonics 82%, KS1 phonics catch up 85%, KS1 Reading 75%, KS1 Writing 69%, KS1 Maths 75%, KS2 Reading 75%, KS2 Writing 75%, KS2 Maths 63%, RWM combined 63% <i>These targets represent at least good progress for pupils for whom we have prior attainment data and will be adjusted periodically as we review children's progress.</i></p>
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	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Additional support given to those now below ARE in phonics	Use teacher (SH) 0.5 days a week to plan, deliver and monitor	From T2 onwards	TR to manage	T2 timetable in place and pupils	15 months progress in reading so catch	Pupil progress meetings	Teacher already employed.	

	and reading and writing	catch up for identified pupils			identified and assessed T3, 4, 5, 6 reassess to see impact	up to where they should have been  Targeted pupils pass PSC so continue to be in line with national average	Termly data checks  Book looks and planning looks  Lesson visits and Evaluation Days	Previous role backfilled with mew TA (VI) £13 x 3 hrs per week  <b>£1170</b>	
		Employ TA (VI) 1.0 days a week a week to plan, deliver and monitor catch up for identified pupils	From t2	RN	Review timetable at end of T2	Targeted pupils catch up in writing and reading		TA £13p.h. = £71.50 per week  <b>£2145</b>	
		YARC assessments and subsequent analysis and planning	T1	TR	Clear baseline established that feeds directly into planning: set up group for fluency and group for comprehension by T2 T4 reassess with second YARC assessment	15 months progress in reading so catch up to where they should have been		Photocopying and time to administer (30 mins per child x 30 children at £30 CT rate = 15 hours)  <b>£450</b>	
		Additional guided reading groups with SH	From Oct onwards	TR		15 months progress in reading so catch up to where they should have been		As part of SH's 0.5 time and cost	
2	Develop resilience and learning behaviours for those vulnerable children who need support to access and engage in learning	Employ lunchtime play leader (VI) 4 lunches a week to help lead OPAL	From T2	TR	T2 build relationships T3 lead OPAL team	Reduced incidents at lunchtime recorded  OPAL tracking shows progress		Included in above cost	

						towards 100% happy lunchtimes		
		Counsellor 1 morning a week for children with EHCP/LAC funding and nurture groups for vulnerable children	From t2	TR		1:1 pupils meet EHCP/PEP targets Groups of identified pupils access blocks of group counselling that in turn leads to more settled behaviours in class		£50 per week x 25 weeks <b>£1250</b>
		Dogs for Health visiting weekly to work with vulnerable, often reserved, children	From T2	TR	T1 introduce dogs and decide on strategy T2 start T3/4 Doggy Club	Identified pupils increase in confidence and resilience to learning builds		Charity - free
		TR to attend 'Inside I'm hurting' training by Louise Bomber (6.11.20)	Postponed - do when rescheduled	TR		Cascaded training for lunchtime and support staff		<b>£70</b>
3	Support for children who are behind in maths	Purchase and complete Sandwell Maths assessments on bottom 20%	T2	TR	Clear baseline established that feeds directly into planning: set up groups as required by end T2 T4 reassess with second assessment	15 months accelerated progress for those children in the bottom 20% in maths		£365 / 2 <b>£182.50</b>
		Additional catch up groups with TA (VI & CH)	From T2	TR	Review timetable at end of T2	Targeted pupils catch up in maths		Already costed above
		School-wide introduction of Claire	From T2	AP	T1 intro to staff T2 implement	Pupils who are behind in maths		

		Christie's Number Sense			T3 -4 review and evaluate	increase their sense of number		Included in maths budget	
4	Additional support for SEN referrals	SH directed to support SEN pupils and SENCO	From t1	TR	Termly SEN data reported to SENCO	All children on SEN register make good progress and their needs are being met in school.		Costed as above	
							<b>TOTAL</b>	<b>£5267.50</b>	