

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.'



Teaching and whole-school strategies	Advice / assessment			Must consider how these elements will be measured
Aspect	Advice	School response	Cost	Impact
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: In house training on Class dojo to enhance home learning 2: Time allocated to timetabling and the slimming down of the curriculum to allow time to focus on key areas of missed learning 3: Detailed handover of information about each child. 	N/A	
	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	<ol style="list-style-type: none"> 1: Zoom calls to new reception parents in place of home visits. 2; INSET day in September to support all staff's understanding of new arrangements and procedures. 	N/A	

	of teaching as all pupils return to school.			
	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.	1: NQT to have bespoke programme of support from Trust NQT lead and School mentor. 2: Support from GSP NQT programme.	N/A	
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 1: Regular staff meeting agenda item to look at the triangle of need in each class. 2: Close liaison with the Early Help Coordinator. 3: Mindfulness lessons delivered for Year 1-6 4: Thrive interventions for targeted children. Academic assessments: 1. Phonics, reading, writing and maths assessments completed and analysed against: regression; missed learning; new learning	N/A	
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	1. Transition planning provided to receiving teacher. 2. Curriculum planning adapted following Ofsted guidance. 3. Meetings held with high needs or anxious pupils. 4. Nurture offered throughout the day. 5. Thrive Groups 6. Whole class Mindfulness sessions	N/A	Not directly measurable other than by pupil feedback. Attendance has improved from last year. Children report feeling happy and safe with their classes in the vast majority of cases.

	<p>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</p>			
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Targeted Support				
One to one and small group tuition: Reading	Close link between teacher, the person intervening and the child	Delivered by the class teacher in Years 1-4. 2 groups of 3 to 4 pupils. A maths focus up until the end of Term 2. This support will run up until the end of Spring 2. Year 5/6 class to be taught in Year group specific groups for 2 mornings a week. For Terms 3 and 4 a further 2 afternoons will release teachers to deliver further tutoring for small groups. A mindfulness teacher will deliver mindfulness lessons and an SEN TA will extend hours to	£7700 to teach Y5 and Y6 separately £1020 to deliver mindfulness and cover lowest 20% readers	
Reading comprehension		Whole school initiative of Reading Vipers is continuing to be developed. Regular Assessment and support provided to pupils who need to catch up	N/A	
Maths		Can Do Maths has been adopted across the school. CPD provided for teachers both in-house and as part of a maths research group Catch up maths lessons being delivered in time released by the slimming down of the curriculum. Small group tuition delivered by class teacher released by cover teacher for 2 afternoons per week across the school.	N/A	
Pastoral support		Close links with the areas Early help Coordinator Thrive Interventions Mindfulness whole class teaching Class circles	N/A	
Reception and Nursery targeted input		Support from Trust EYFS lead	N/A	
Behaviour support for specific children		Thrive Interventions Mentors Behaviour plans Family support offered by early help coordinator	N/A	

Aspect	Advice	School 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.	Virtual parents evenings held over the phone or via Zoom. Home visits carried out virtually using Zoom for new reception children	N/A	
Reading	for example, offering advice about effective strategies for reading with children.	Virtual Phonics Talk for Parents Focussed intervention of daily reading with the lowest attaining 20% in each class.	N/A	
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.			
	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.	In house training provided for teachers in how to use class Dojo and Zoom to deliver remote learning.	N/A	