



## **St Mark and All Saints C of E Primary School**

### **Catch Up Funding Action Plan: 2020-2021**

Anticipated allocation of funding for 2020-21: **£6400** (£80 per pupil)

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

1. To provide emotional literacy support in and out of class from trusted adults
2. To ensure catch up interventions can be completed by class staff daily
3. To increase time spent outside in Forest School/ Grow Zone/Outdoor learning and doing Sports to counteract negative physical and mental health impacts of lockdown.

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?
<p><b>Supply teacher will be used to cover all PPA and planned and Covid related absence for Autumn 1 rather than this being covered internally by HLTAs/TAs.</b></p> <p><b>This will enable school staff to carry out all teaching and interventions across full week. Same teacher being used for all other teaching ensures high level of emotional support for children.</b></p>	£6400	<p>Gap analysis undertaken through benchmarking, teacher assessment and NFER tests. Intervention groups and targets established.</p> <p>Timetabled interventions to happen daily without need for changes of staff for PPA cover or other uses across school. This also minimizes risk of staff crossing bubbles internally.</p> <p>Consistency of staffing allowing for high levels of emotional support and knowledge of children's needs.</p> <p>Extra time timetabled for outdoor learning in afternoons to support emotional and physical needs on return to school.</p>	Individuals and children in every class identified and targeted - details on class provision maps, timetables, evidence of Pupil Progress documents and internal tracking.	Autumn 1 and 2 to be reviewed every 3-6 weeks and adjusted accordingly in discussion with Head and SENCO	<p>In EYFS and KS1 phonic knowledge, early reading and basic number knowledge will be targeted to help secure foundations needed for next steps. In KS2 focus identified is Maths and stamina in writing. Whole Class teaching at Wave 1 and small group interventions will align to ensure best progress in this first term to get children back on track. Use of Catch up reading and writing interventions to improve stamina and confidence in writing. Targeted skills following analysis of NFER tests and work over summer term to allow children in KS2 to access class teaching with confidence again.</p>	Head and SENCO will monitor impact through triangulation of data for obs, book looks and Pupil progress meetings.	<p>Impact seen in accelerated progress from children's work and emotional regulation in class and around school following return to school and whole class teaching.</p> <p>Less disruption to interventions due to staff changes enabled gap closure and identification of key skills to be tackled through Spring 1 whole class teaching.</p>