

Appleton Wiske Community Primary School
Covid-19 Catch-up Funding Plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. We intend to use this funding for specific activities to support our pupils to make up for lost teaching over the previous months. The Education Endowment Foundation has released its '[School Planning Guide 2020-21](#)', which we have used to develop our plans for the premium.

This plan outlines how we are going to invest the funding to enhance provision in the following areas:

Teaching: great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support: there is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy.

Wider Strategies: these relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Academic year: 2020-21	Total number of pupils: 72	Total catch-up budget: £5760 Additional funds from Appleton Wiske Educational Foundation: £2500		Date of review: September 2021
Teaching				
Actions	Intended Impact	Persons Responsible	Monitoring and Progress	Impact on Pupils
Assess pupils using last year's PIRA, PUMA and GAPS summer assessments to identify a starting point. Analyse findings using MARK Online. Target individual pupils and groups of pupils for intervention and support.	Baseline assessments are carried out and areas identified for intervention. Individual, small group and whole class gaps in learning identified. Through quality first teaching and adult support, gaps in English and mathematics will be closed.	KH/LA/BR/NC	Summer 2020 PIRA and GAPS assessments completed, and results input into MARK online. Reports generated and analysed by BR and NC.	Whole class gaps identified, and individuals targeted for intervention.
Provide timely and effective feedback to pupils through high quality marking and next steps. Provide pupils with time to reflect and complete next steps.	Feedback is used to make next steps explicit to pupils. Reflection time allows pupils to reflect on their learning and complete next steps.	KH/LA/BR/NC	Work scrutinies support the view that feedback is effective – validated by local authority monitoring.	Good progress evidenced.
Monitor pupil progress using regular ongoing formative assessment (marking and feedback) and termly summative assessment (PIRA/PUMA/GAPS). Use Target Tracker to analyse and evaluate pupil progress.	Analysis will show that whole class gaps have been closed. Analysis of individual data will show that gaps have been closed and progress is being made.	KH/LA/BR/NC	Termly summative assessments completed. Data uploaded to MARK online and Target Tracker for analysis. Data report shared with staff and governors.	Good progress from targeted groups. Individuals identified for additional support.
Access high quality support and CPD through the Burley Woodhead Reading Hub. Access online resources, planning documents and CPD materials. Subject leader to cascade information to staff and governors.	Consistent whole school approach to the teaching of phonics/reading. Good practice and knowledge shared. Teaching staff will have a good understanding of phonics and Letters and Sound progression. Pupils will make good progress and close gaps in learning.	KH/BR/LA/NC	Phonics provision is judged to be good. This judgement is supported by the local authority (phonics audit – November 2021).	100% phonics outcomes for Year 1 pupils (assessed as Year 2 pupils in autumn term). Good progress in reading across the school (internal data).
Access support from NCETM Maths Hub Mastery Specialist regarding Professional	Strategies will be implemented through use of specific documents and progression	KH/BR/LA/NC	Mathematics provision is judged to be good. This judgement is	Good progress in maths across the school in most

Development materials and planning for mixed age classes. Subject leader to liaise with specialist, attend courses and provide support to staff.	materials. Pupils will make good progress and the gaps will narrow.		supported by the local authority (mathematics QA – February 2021).	year groups (internal data). Individuals targeted for additional support.
Targeted Academic Support				
Actions	Intended Impact	Persons Responsible	Monitoring and Progress	Impact on Pupils
Provide intervention programmes for identified pupils who have fallen behind the furthest in order to close gaps in learning. One to one or small groups with a focus on literacy and numeracy.	Effective interventions ensure that support is well-targeted. Identified pupils make at least good or accelerated progress. The percentage of pupils achieving ARE will be in line with or better than national figures by Summer 2021.	SENDCo/ Teaching staff	Focused one to one Teacher and TA time spent with identified pupils to identify gaps in learning. Gaps in learning identified and individuals targeted for intervention.	Good progress evidenced – work scrutinies, formative assessment and summative assessment. See data report.
Employ a KS1 teacher/tutor to cover the class in order to allow the class teacher to provide targeted academic support to Year 1/2 pupils –focusing on English and mathematics.	All Year 1/2 pupils will receive high quality targeted academic support from the class teacher. Gaps in learning will be closed. At least good or accelerated progress in writing, GPS and mathematics.	KH/NC/Tutor	Teacher employed to work for half a day per week in Class 1 – allowed the teacher time for small group intervention.	Noticeable progress in summative assessments. Good progress made by identified pupils on Target Tracker.
Employ a KS2 teacher/tutor to provide targeted academic support to identified pupils, focusing on English and mathematics. Tuition will be guided by the school and linked to the curriculum.	Identified Year 3/4 and Year 5/6 pupils will receive high quality targeted academic support focused on the areas where pupils most benefit from additional practice. Gaps in learning will be closed in writing, GPS and mathematics and pupils will make good or accelerated progress.	LA/BR/NC/ Tutor	Teacher employed to work for half a day per week in each KS2 class – summer term. Class 2 – worked alongside the teacher and supported groups. Class 3 – worked with identified pupils.	Noticeable progress in summative assessments. Good progress made by identified pupils on Target Tracker.
Wider Strategies				
Actions	Intended Impact	Persons Responsible	Monitoring and Progress	Impact on Pupils
Provide ongoing support to parents and carers through regular information, parent consultations, reports and other discussions regarding their child's progress and next steps, including how they can support at home.	Parents/carers will continue to play a key role in supporting children's learning at home. The link between home and school will be strong and in the best interests of the child.	NC/KH/LA/BR	Regular and effective communication throughout the year – parent consultations, reports, informal and formal meetings.	Strong home/school links which have strengthened the learning experience.
Ensure a 'Growth Mindset' culture is embedded in the school. Staff to implement their training from the Metacognition CPD and Level 2/3 mental health training through 'Compass Buzz'. Pastoral support provided to identified pupils.	Evidence indicates that pastoral support and nurturing of vulnerable children leads to better health and wellbeing, a 'can do' culture and raised attainment. Appropriate and targeted support will be provided to vulnerable groups with a clear understanding of pupils' needs.	NC/ Teaching staff	Identified pupils received good quality pastoral and mental health support throughout the year.	Improved mental health and wellbeing for identified pupils evidenced – staff observations and parent feedback.

<p>Ensure pupils have access to effective online/remote learning through the Microsoft Teams learning platform. Provide good quality learning opportunities for pupils who are isolating so that they can keep up with their education. Support any families who require access to technology so that every child can access remote learning.</p>	<p>Pupils' access to technology is an important factor which affects the extent to which they can learn effectively at home. Parents/carers will know the school's approach to remote learning and will be able to support their children effectively. Engagement with remote learning will ensure consistency of learning for all pupils.</p>	<p>NC/KH/LA/BR</p>	<p>The school's remote education provision was judged to be 'sustained' by the local authority (the highest grade achievable). Parent, pupil and staff surveys were overwhelmingly positive. Additional support was provided for digital poverty through access to technology. Regular wellbeing checks took place for disadvantaged and vulnerable pupils.</p>	<p>Good quality teaching and learning during school closures. A deep and rich curriculum was provided remotely.</p>
<p>Total spend from catch-up funding: £5766</p>				