**SDP 2020-21 Subject: Catch Up Funding**

**Overall Target – To narrow the gap in attainment of pupils whose education was disrupted due to lockdown.**

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| **Current Situation/Critical Analysis** | **Supporting Evidence** | **Required Changes (particularly teaching and learning)** |
| Approximately 80 pupils fall into the category of most disadvantaged. These pupils have fallen further behind due to a lack of support at home, lack of access to technology. Catch up funding of £22000 is available to school in the Autumn term 2020 for all pupils. PP funding to be used for most disadvantaged.  Surplus budget 05.03.21 is £18,702 due to lockdown 3 | Pupils selected by class teachers based on assessments outlined below. | * Targeted academic support * Focus on Quality First Teaching * Technology to support Quality First Teaching |

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| **Actions (including staff training needs)** | Personnel **/ Role** | **Time**  **Scale** | Costs **£** | **Funding Source** | **Success Criteria/Intended Outcomes** | **Progress** |
| **Targeted Academic Support** | | | | | | |
| Baseline assessments take place during the first half of the Autumn Term to establish levels of attainment of all children. From this, vulnerable children who have had their learning disrupted are identified for additional support. Assessment leader to be given release. | RD  Teachers | Autumn 1 | 4 x supply days for assessment leader to track key pupils’ attainment and work with staff on AFL strategies  £300 | Closing the Gap | All children are given baseline assessments through teacher assessment and those whose learning has been disrupted due to lockdown and isolation are identified for support. | * RD and Teachers have given baseline assessments of children – children have been identified who need support. - Completed Autumn . |
| Cognitive and Metacognition Strategies – training required for new staff members  Shirley Clark Feedback | Staff new to school from September 2020 – SH  RD | ASAP | £0  Completed as part of CPD | N/A | Metacognition strategies will be employed in all classes, influencing pupils’ resilience and independent thinking skills. | RD – completed Shirley Clark training for all teachers and TA’s. Autumn 1 2020 |
| Supply cover for additional TA’s and teachers to ensure teaching and learning for this group of children is consistent during times of staff absences due to Covid-19.  Also to allow boosting of children to happen using quality intervention programmes for improving speech and language and improving vocabulary. | Dep Head SS to line manage  Teachers to direct additional and allocated TA’s.  Supply teachers to take class responsibility in the absence of any teachers who need to isolate. | Summer term 2021 | Additional TA hours  £4,400 for 11 weeks | Catch up funding | Quality interventions are purchased – these are monitored for effectiveness on an ongoing basis.  Standards raised for disadvantaged children that is measured by Pivats or teacher assessment and end of year tests. | Funding placed into the supply budget to ensure cover is put in place as required. |
| Children return to school and teachers take time to settle them in and assess their learning gaps. This takes place before Easter and identifies those children who have been most disadvantaged during the lockdown period. Children are identified as focus children for closing the gap.  Data is completed before the return to school after Easter. This is compared to the data from Autumn 1. | RD  SS  Teachers | Spring 2/ summer 1 | Supply cost to release RD to look at data. £300 | Closing the Gap funding | Children are identified for closing the gap support.  Data is collected through teacher assessment as a bench-mark for improvement. | Spring 2 – teachers have been informed about the expectations of identifying and assessing children before Easter. HW Spring 2. |
| Raising standards in Quality First Teaching is now prioritised as the main way to raise standards for pupils after mid year monitoring into the consistent use of metacognition strategies. Teachers will be supported in raising standards in QFT through lesson study, observations and conferencing with book looks. This is to be provided by subject leaders in English and Maths.  Retraining in metacognition to be given to all staff with a specific focus on what this looks like in everyday teaching.  SS to deliver Writing CPD for all staff.  CC to deliver maths CPD for all staff.  SS and CC to support members of staff to deliver QFT using lesson study, modelling effective practice, assisting with planning and book looks etc. | SS  CC  Teachers | Spring 2/ Summer 1 | Supply costs to cover CC to release her from class. 3 Days  £450 | Closing the Gap funding | Staff are confident in what QFT in English and Maths looks like and have the support they need to raise standards in teaching and learning.  All pupils receive QFT – disadvantaged pupils | SS delivered staff training on the teaching sequence to all staff. Monitoring based on this training to take place in Sumer 1.  SS worked alongside CC to plan a unit of work. |
| Technology in classrooms to support Quality First Teaching is prioritised. This is to support those pupils who have been identified as requiring everyday programmes to improve fluency. | VG  Teachers |  | 30 ipads and cases  with secure storage facilities.  £13,300 | Closing the Gap funding | Additional ipads are purchased to ensure that intervention can take place in all classrooms using IDL, fluency apps, read theory etc. |  |
| Paper resources and stationary for all pupils so that they can do blended learning and have access to CGP workbooks with year group expectations. |  |  | £2760 |  | All pupils have access to paper based learning in the event of a further lockdown or isolation. | Achieved Dec. 2020. These packs were used by children during Lockdown 3 |
| Access to technology at home – donated, refurbished machines  Pobble 365  Google teams  IDL  Remote Learning - Google classroom/meet   * Bedtime stories * Feedback * Face to face teaching * Home learning * Collaborative learning | SH | ASAP | £4000 donation towards disadvantaged pupils without ICT | Catch up funding | All pupils have access to a laptop/tablet at home for remote learning at all times not just in times of isolation/lockdown | * SH – old school ipads have been given to vulnerable children with phone calls made to home to ensure that parents are aware and can support their children with access via chargers and WIFI – Completed Autumn 1 . * VG – Purchase of Ipads using £4k donation to support children in class/home |
| **Wider Strategies** | | | | | | |
| SEMH – Nurture, ELSA TA, PSHE, Camhs materials  Learning Mentors to provide additional nurture and homework support for 1 hour per week for 1 hour. | HW  AL/SH | Ongoing | £500 | N/A  Catch up funding |  |  |
| Total Costs | | | £22,010 +  £4k donation | Budget |  |  |

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| Procedures for Monitoring Actions | Procedures for monitoring Impact |
| * Termly report on progress through HT report * SMT to monitor impact of strategies across their teams * SLT to monitor impact through data | * Tracking * QFT * Work sampling |

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| Intended Impact (see overall target) |
| Children who have experienced disruption in their education, due to lockdown and bubble isolation, are:   * supported in their access to education at home through provision of technology where needed. * Supported in their education at home through provision of both online and paper-based learning appropriate to their level of attainment. * Supported in closing their attainment gap through Quality first Teaching. * Supported in closing their learning gap through targeted intervention by Academic Mentors using quality intervention materials. |