

Catch Up Funding 2020-21

School name	Eastfield Primary School
Pupils in school	623
Catch up funding allocation	£50,240
Publish date	September 2020
Review date	July 2021

Priorities for catch up

Measure	Activity
Priority 1	<p>To provide whole class support and targeted intervention focusing specifically on the core curriculum to ensure pupils rapidly recover.</p> <p>The EEF suggests there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. (<i>The EEF guide to supporting school planning: A tiered approach to 2020-2021</i>)</p> <p><i>x1 F/T Teacher for 1 term £19,055</i> <i>x1 F/T ASA £19,831</i> <i>=£38,886</i></p>
Priority 2	<p>To implement and deliver regular mental health and well-being sessions including targeted individual sessions when required.</p> <p>The EEF states that supporting the pupils' wellbeing and social and emotional learning is linked into their academic, curriculum-based learning and that these SEL skills need to be linked through whole-school ethos. There also needs to be a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. (<i>The EEF guide to supporting school planning: A tiered approach to 2020-2021</i>)</p> <p>x0.5 day per week EWBW £3,397.88</p>
Priority 3	<p>To provide additional books and educational resources to support teaching and learning.</p> <p>£7920</p>
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Pupils will have been affected by the COVID-19 lockdown and school closure with the gaps in their learning particularly with their basic skills across the core curriculum. At Eastfield, 18% disengaged with learning during school closure by implementing targeted intervention with clear starting points and specific teaching we can overcome these gaps in their learning and ensure the children catch-up quickly.

	<ol style="list-style-type: none"> 2. All children will have had different experiences during the school closure. Many may lack low self-confidence, self-esteem and resilience as a result of lockdown and school closure due to loss of routine, structure, friendship, opportunity and freedom. This will have an impact on emotional wellbeing and mental health. 3. Providing children with high quality texts and resources is key to the learning and love of reading and vocabulary. During the school closure, books and key texts were lost and need replacing to ensure high quality teaching and learning.
Projected spending	£50,203.88

Monitoring and Implementation

Area	Challenge	Mitigating action
Priority 1	Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.	<p>Use of assessments completed across school as well as ongoing assessments within teaching of subjects</p> <p>For Maths, following the whole school planning with 'lost learning' taken into account.</p> <p>For English, following the reading and writing lead's direction with relation to teaching phonics, reading, grammar and spelling, writing including hand-writing.</p> <p>Amending foundation subjects teaching to allow for application of skills across the curriculum.</p>
Priority 2	Ensure staff are well-equipped to deliver mental health and well-being sessions within classes.	<p>Training and resources 'Life After Lockdown' given from Headstart delivered by PSHE leader.</p> <p>For Jigsaw, following the leader directions with relation to teaching Jigsaw taken into account the 'lost learning' time.</p> <p>EWBW highly trained to offer advice and targeted support when required.</p>
Priority 3	Reading deficit and loss of phonics learning during school closure. Home reading books lost out of school during this time	<p>School priority on phonics and early reading.</p> <p>Curriculum adapted to recover reading and phonics.</p> <p>New high-quality key texts and reading books orders</p>