

“As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents”.

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Prudhoe Castle First School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Funding on October Census- £80 per child (R - Y4)						
Prudhoe Castle First School 64x80=£5120						
Autumn Term Payment = £1280						
EEF Recommended Strategy	Area to Address	Actions	Finance	Monitoring	Timing	Impact
<p>Additional 1-2-1 and small group teaching for the most vulnerable.</p> <p>EEF Rationale: ‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’</p>	Reading Fluency	<p>Daily 1:1 reading with targeted children (additional books purchased – see parent section)</p> <p>Class Teacher/TA’s with experience supporting and accelerating learning to take on a group within their bubble to support in key concepts – raise love of learning and regular reading, stamina for writing with individual praise- identify the small group/ individuals targets are smart and recordable.– train TA’s to what is expected in</p>	<p>Total £11.73 per hour x 2 hrs per week x 3 adults = £70.38 per week X 6 weeks = £422.28 (Autumn Term)</p> <p>EYFS 1afternoon session per</p>	<p>Drop-ins during the sessions, impact and follow up after sessions- assess pupils at mid way points.</p> <p>Trish Pearson: Fortnightly</p>	<p>Over a half term, 6 lessons per term for each individual or group- assessed to see if additional terms are</p>	<p>By increasing targeted children’s time spent reading 1:1 to an adult, we expect to close gaps in reading progress.</p> <p>Children who were below expected standard – are making</p>

		<p>each session, give key concepts to teach each child.</p> <p>Daily independent reading of 15 mins a day - each child will be heard read each week in school by an adult and record this into reading records. Children are reminded and shown how to change books and this is monitored to ensure regularity of changing books at appropriate level. Teacher is accountable for this and keeps relevant records.</p> <p>Continue with the whole class guided reading- more focused objectives and daily tasks to support with this. Staff CPD/INSET on this in Spring Term including time to plan.</p>	<p>week x 6 sessions across the Autumn 2 term = £140.76</p> <p>KS1 1 session per week x 6 sessions across the Autumn 2 term = £140.76</p> <p>KS2 1 session per week x 6 sessions across the Autumn 2 term = £140.76</p> <p>REVIEW SPRING TERM Additional interventions needed - TBC</p>	<p>checks on reading records and listens to readers to ensure correct levelling.</p>	<p>needed.</p>	<p>better than expected progress each term</p>
	<p>Maths</p>	<p>Maths to have a pre-teach lesson before each unit of work - to pick up on the previous years must haves for that unit - to use a mastery approach and not drill and practise style. Making formative assessments throughout the pre-teach and then following White Rose unit's for teaching.</p> <p>Maths lessons will be 8:45-10:00 giving more time to support thorough teaching of White Rose Maths lessons and alleviating the need to repeat and re-teach.</p> <p>Children have a High 5 session on the board ready when they come in so that learning can start straight away.</p> <p>Additional arithmetic sessions each week.</p>	<p>Nil – use of existing staff and resources</p>	<p>Tom Armstrong- Plans checked to ensure units and concepts picked up and taught using mastery approach.</p>	<p>Over 12 months</p>	<p>Children will be fully caught up and on track within 2 years, however we are hoping this would be within a year.</p>

		Pre-teach to be planned and taught by the class teacher. To use white Rose recovery support material when and if it is available.				
	Writing	Year groups to work together at the start of the year and have a clear understanding of the key skills and objectives in the previous year's learning. Use these as the basis of the Autumn terms planning incorporating some of the key current year group objectives. Spelling session separate to the main English lesson. Weekly extended writing session planned and delivered which is focussed on children's individual targets. Staff being really precise on questioning and feedback to gain maximum progress from all learners.	Nil – use of existing staff and resources	Trish Pearson: Monitor planning and work scrutiny-feedback to support progress	Over 12 months	Children will be fully caught up and on track within 2 years, however we are hoping this would be within a year Behaviour for learning to increase. Regularity of reading to be re established
	Motor Skills	Additional support for development of fine & gross motor skills (R-Yr1) Investing in equipment recommendations from Occupational Therapist (therapy putty, Motor Skills United intervention)	Nil – use of existing staff and resources	Drop ins during the sessions, impact and follow up after sessions-assess pupils at mid way points	Over a term, 12 lessons per term for each individual or group-assessed to see if additional terms are needed.	By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.
Intervention programmes EEF Rationale: 'In order to support pupils who have fallen behind the furthest, structured	Phonics	Develop and implement catch up phonics interventions within each bubble.	Nil – use of existing staff and resources	Drop ins during the sessions, impact and follow up after sessions-assess pupils at mid way	Over a term, 12 lessons per term for each individual or group-assessed to	By providing phonics catch-up interventions for identified children in the afternoons, we expect to close the gaps in reading.

<p>interventions, which may also be delivered one to one or in small groups, are likely to be necessary’.</p>				points	see if additional terms are needed.	
	Maths	Purchase and implement Premium White Rose Maths resources to implement catch up interventions within each bubble.	£99 WRM Premium resources	Drop ins during the sessions, impact and follow up after sessions- assess pupils at mid way points	Over a term, 12 lessons per term for each individual or group- assessed to see if additional terms are needed.	By providing maths catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths.
<p>Access to technology</p> <p>EEF Rationale: ‘Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’</p>	English - writing	The purchase and implementation of online learning platform ‘Clicker’	£600 initial purchase cost for 3 year access.	Drop ins during the session. impact and follow up after sessions- assess pupils at mid way points.	Accessible to pupils on a lesson by lesson basis.	By accessing technology in the classroom, we will see children’s independence and confidence increase as the software will scaffold the quality first teaching which is taking place.
<p>Supporting parents and carers</p> <p>EEF Rationale: ‘Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing</p>	Reading	The purchase of additional sets of reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book ‘quarantine’ rules.	£1500 - additional set of book banded reading books aimed at KS2	Drop ins during the sessions, impact and follow up after sessions- assess pupils at mid way points.	Over 12 months, children will have made accelerated progress with their reading and will develop a love of reading.	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the

additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.’						impact to be accelerated improvement in the children’s reading and phonics ability.
Pupil Assessment and Feedback/Transition Support EEF Rationale: ‘All pupils will need support to transition back to school.’ ‘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.’	PSHE	A recovery curriculum has been written by Jigsaw and will be implemented and driven throughout the school during the Autumn term. This will have a mindfulness focus – ??to deliver training on this on the day, planning time will be given on the day for this. This will support much of the mental health and wellbeing recovery.	£1925 initial purchase cost	Drop ins during the sessions, impact and follow up after sessions- assess pupils at mid way points.	Weekly PSHE lessons	By ensuring all children access regular opportunities to learn about their wellbeing, we expect the impact to be accelerated improvement in the mental wellbeing and resilience of all children. Support for all for the rest of our lives.
	Well being	Staff and pupils- to ensure all feel safe and secure being back in school . To build on all stakeholders' resilience being within school and how we move on from Covid 19. The use of the recovery curriculum of PSHE	Nil – use of existing resources	Katie Newton to carry out pupil and staff questionnaires	Throughout the year	Children, staff and governors understand what has happened and how we move on in strength to strength to support all for the rest of our lives. Resilience in things we encounter

Other things to remember when planning

- Daily 15 mins exercise
- 3 times per week of arithmetic catch up
- Spelling and grammar session each week
- School starts at 8:45 for KS2 and High 5 session is ready to start at 8:50. School starts at 8:50 for KS1 and High 5 session is ready to start at 8:55.
- All children read to an adult each week and this is recorded in reading records (by teacher or TA). Teachers are accountable for children regularly changing books – this will be monitored.
- TA’s will work across the year group bubbles and focus on pupil progress and catch up due to school closure.
- Assessment children will be assessed using the following
 - **Emerging-** those not working within their year group and are on SEND register

- **Developing**- those working below expected levels, however do not have a separate curriculum
- **Expected standard**- those working at the expected standard
- **Greater Depth**- Those working above the expected level
- You will record children that are working at this level at the end of each term – it is a judgement on the terms teaching – expected standard for each term.
- When recording the data children will be one of the 4 levels. We will track the percentages at expected level and the increase of pupils at expected level.
- Extended piece of writing for each topic in Science, Creative Curriculum and RE (lesson planning should allow time for research, preparation writing and editing – just as would be expected in English) each half term.
- PPA- what will the PPA teacher teach and who or how will this be planned- quality PPA provision by experienced teachers.

Total	
Additional TA hours	£422.28
White Rose Maths Resources	£99
Clicker 3 year subscription	£600
Jigsaw PSHE Resources	£1925
Additional Reading books	£1500
Total Spend	£4546.28
Remaining Total	£573.72 (TBC additional interventions Spring Term)