

Chapel St Leonards Primary School
Catch Up Funding Spending Plan 2020-2021

It has been acknowledged by EEF that:

“Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life

“...for many pupils, compensating for the negative impact of school closures will require a sustained approach”

“...it is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities”

With this in mind this plan should be scrutinised in conjunction with the Pupil Premium plan for spending and the School Development Plan.

The approach the school adopts can be broken down into three strategies:

- Teaching and whole-school strategies
- Targeted support
- Wider strategies

Total number of pupils on roll:	140
Total catch-up budget:	£11,120 income (based on 139 NOR in Oct 20)
Date of review:	December 2020

Teaching and whole school strategies

“Great teaching is the most important lever schools have to improve outcomes for their pupils.”

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Complete and analyse baseline assessments in all year groups.	Identify starting points and gaps in learning.	Appropriate whole class, group and individual learning opportunities are planned.	£200	Teachers/SLt	Cover to release staff to complete baseline assessments, analyse results and map out appropriate interventions.
Review of assessment data allows for whole class teaching, intervention and support plans are in place	Pupil progress is tracked rigorously. Interventions have clear starting points and end points to show how effective they are.	Appropriate support is in place and outcomes for all pupils improves.	£200	GA/Class teachers	Supply cover to release staff to hold reviews, scrutinize data and evaluation intervention programmes available.
Effective remote learning plan put in place.	Staff, pupils and parents are prepared for remote learning. Remote curriculum provision is in place and online platforms are set up.	Staff are prepared and pupils education continues at home should unplanned school closures occur.	Nil	GA	Staff training is provided to support them in using online platforms to deliver effective remote learning.
Total spend:			£400		

Targeted support

“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Implement the Nuffield Early Language Intervention to support language development in EYFS.	Improvement in children's vocabulary, listening and narrative skills as well as development in phonological awareness and early letter-sound knowledge.	Solid foundations for early literacy and closing the gap between disadvantaged and non-disadvantaged pupils.	£200	GA/JO	Supply cover to release early years support staff for training.
Implement Y1 & Y2 phonics interventions purchase online resources and CPD to support staff.	Y1 and Y2 pupils achieve the expected standard in the phonics screening check and data shows that we are at least in line with the National Average.	Y1 and Y2 pupils are ready for the next stages of their education and phonics skills are used and applied in everyday reading.	£1,800	GA/Class teachers/JO	Extra TA time dedicated to 1:1 tuition and small group support for children who need the most support.
Implement targeted reading interventions in Y3, Y4 and Y5.	Rapid progress in reading and pupils achieve at least age-related expectations.	Gaps in learning are filled and pupils use reading skills to gain knowledge and make progress across the curriculum.	£1500	TS	Purchase of extra reading resources for Y3 LA. Use of RWI and Word Blaze for those children identified
Implement targeted writing and reading interventions with use of an academic mentor in Y2 and Key Stage 2	Rapid progress in writing and pupils achieve at least age-related expectations	Gaps in learning are filled and pupils use reading skills to gain knowledge and make progress across the curriculum.	£5000	GA/TS	Academic mentor works with groups of children to close gaps and accelerate progress.
Implement targeted maths interventions in Y4, Y5 and Y6 with a focus on arithmetic.	Rapid progress in maths and pupils achieve at least age-related expectations.	Gaps in learning are filled and pupils use arithmetic skills to support them when problem solving in maths.	£1500	GA/DV	Use of same day intervention, extra White Rose resources ensure children are supported.

Total spend: £10,000

Wider strategies

“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.”

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Whole School Wave 2 intervention “1decision Nurture programme” takes place across the school in Term 1.	<p>Pupil voice through the programme is screened to allow for behaviour, social and emotional needs to be supported support.</p> <p>Signposting of identified children to internal or external areas of support.</p>	<p>Pupils feel happy, safe and supported.</p> <p>Pupils needs on a wider basis are being met enabling them to be happier and settled in school leading to improved outcomes for pupils.</p>	£247	VMc/Class teachers	Following completion of programme children identifying as needing further support will be have targeted intervention,
Re-establish school rules and routines across the school.	Staff and pupils have high expectations of themselves and others which results in a purposeful and positive working/learning environment.	<p>Staff and pupils feel happy and safe in school.</p> <p>Improved outcomes for pupils.</p>	£200	GA	Whole school approach is required to reestablish school rules and routines. Staff meetings are used to set expectations and discuss any issues.

Rigorously monitor attendance across the school and target support where needed.	Overall attendance is at least in line with the National Average. Attendance issues are highlighted, monitored and dealt with early to avoid ongoing problems.	Overall attendance is at least in line with the National Average. Improved outcomes for pupils.	£494	GA	Support and early intervention offered to families who are struggling with attendance.
Total spend:			£941		

Summary report

What is the overall impact of spending?

Appropriate whole class, group and individual learning opportunities and interventions are planned and implemented across the school.
Improved outcomes for all pupils across all areas of the curriculum.
Staff, pupils and parents are prepared for the continuation of education at home should unplanned school closures or staff/pupil isolations occur.
Gaps in learning are filled, pupils are ready for the next stages of their education and the gap between disadvantaged and non-disadvantaged pupils is closing.
Additional support and expertise is provided by a fully trained academic mentor.
Overall attendance is at least in line with the National Average. Attendance issues are highlighted, monitored and dealt with early to avoid ongoing problems.

How will changes be communicated to parents and stakeholders?

Changes will be communicated to parents and all stakeholders via staff meetings, the weekly newsletter, email, written letters and reports to parents and governors' meetings.

This plan will be reviewed at the end of Term 2, 4, and 6 to when assessment data will be used to check on academic progress and in school monitoring will be used to judge other areas of the plan.

Final comments

Due to continuing to operate in unprecedented times this plan will be flexible, subject to the changes that will occur throughout the school year. After such a turbulent time, the most important thing is to get everyone back into school safely, reestablish school rules and routines and reconnect our school community. Everyone has been affected by COVID-19 in one way or another and has had a different experience. Therefore, it is important that we have a clear baseline on return in all areas so that we find out the challenges and success that people have faced and have clear starting points.

Final spend:	£11,341
---------------------	----------------