



Catch-up Funding Plan 2020-2021

Created September 2020

Review date: June 2021

Introduction:

The full opening of schools in September followed a significant period away from school for many of our pupils. Lockdown was announced nationally in March 2020. The school remained open for the children of Key Workers and vulnerable families. In June, the school opened more widely, with children from Year R, Year 1 and Year 6 as well as children of Key Workers and vulnerable families.

Pupils that were not able to attend school at this time were educated at home, using lessons and resources prepared by the school. The school provided video lessons for children to access as well as paper and web-based resources that parents could use to assist their children.

The Department of Education has allocated funding to assist schools in helping their children to catch up the ground lost during the lockdown period.

The allocation amounted to £80 per pupil. The total funding the school will receive over the 2020-2021 academic year is £31,600.

Principles behind our plan:

Inequity of educational access:

During the lockdown period, the school was conscious of the inequity that would exist between those children able to attend the setting and those who had to be educated at home. Amongst those educated at home an inequity existed. This was founded around the households' access to broadband and IT equipment, parents' ability to dedicate time to their children's learning tasks, the number of siblings and adults in the household and the level of educational knowledge and experience of the adults in the household.

Diagnosis, Therapy, Testing and Review (DTTR):

The school has been a member of the Pixl club for 8 years. Its membership and the work done through Pixl has enabled children across the school to catch up with their peers when they have

fallen behind. This is based on the DTTR process and the school will be applying these principles in Catch-Up plans funded through the Covid Catch up allocation.

Diagnosis: In order to address gaps and areas of need, it is vital to identify accurately what these are. By forensically analysing gaps and misconceptions, fine layers of learning can be taught. This approach is key to success. An example could be given around writing. Many children struggle with producing extended pieces of creative writing. If we asked 30 children of a similar age to do so, there could be 30 reasons behind gaps in their knowledge and writing abilities. These could range from fine motor issues to limited vocabulary, from misunderstandings about verb tenses and syntax to difficulties with spelling. An outdated approach would be to ask children to just keep on practising their writing in the hope that this would eventually enable them to get better. Our approach is to analyse which aspects they are struggling with and to deal with these in a logical order. The unlocking of one key skill often opens the door for other skills to flood through. This short, regular therapy technique is also favoured by children who appreciate the way it helps them as an individual.

Therapies are conducted by highly skilled teachers and take place in small groups or 1:1. The therapies are based entirely on the gaps identified through the diagnosis process. Therapies generally last no more than 30 minutes and for much younger children will be shorter. The therapies will take place at least twice a week for each learning area. The school has found that therapies are best conducted in the mornings. It's important that the therapies do not deprive the children of time taking part in main lessons or activities and so they are timed accordingly. Children arrive early for school to take part in. Therapies are sharply focussed and teachers will use every second to enable the children to fill the gaps in their understanding.

Testing does not mean that children are expected to sit exams. Instead, it means that as part of the Therapy process, teachers will test their understanding of the concepts being taught. Only when teachers are satisfied that the concept has been understood will they move on. If children are not following the teaching, a different approach will be used by the teachers and this is why their expertise is so vital to the system.

The final element of any learning activity is the **Review**. Children will grasp concepts during therapies and will demonstrate that they have understood, but this understanding may not be retained over time or when it has to be applied out of context. Teachers will regularly review previous learning and help children to apply it. Only once teachers are content that new learning has been embedded will the concept be left and the gap be considered to be filled.

A big focus on Reading:

Embedding reading skills is crucial for children who are to access learning at any stage in school. Early evidence indicates that whilst older pupils have maintained their

It's not all about the work:

The school is abundantly aware of the impact lockdown has had on the mental well-being of our children and families. School is a safe, happy place for our pupils and it is vital that this remains the case. Many children will struggle with the return to school and others will be turned off school if it is just a 'sausage factory' of learning. School should be fun. A happy mind is a learning mind. The school takes this responsibility seriously.

The return to school in September has seen many restrictions placed upon the ways we usually work. From restrictions on social mixing to limitations on activities, the Covid crisis continues to

pervade the lives of our children. We are determined to make their time at school memorable, supportive and to bring smiles to their faces.

The school is fortunate to have extensive grounds, and the provision of our Forest School, outside areas and large fields and playgrounds means that, with imagination, we are able to provide the things that children will otherwise be missing.

School trips are limited, but we have recreated those in our own grounds. Children will be missing out on Bonfire Night, Halloween, Christmas trips to see the Panto and Santa, but the school will be enabling them to do these things are finding other ways to fill their eyes with wonder.

As well as this, well-being support is available through our well-trained staff and our own school counsellor.

How will we be using the Catch Up Funding?

Provision	Details	Cost/year	Allocation from Covid Catch-Up Funding
Pixl catch up therapy sessions	Pixl membership cost	£3000	£2000
	Staffing costs (class cover and planning time)	£17,500	£14000
	Additional resources for therapy groups	£2,800	£2,800
Lexia access for every child	Annual licence	£3,200	£3,200
Additional I-pads to enable children to take part in Lexia and Pixl sessions		£15,000	£9,600
		Total	£31,600

How will the school evaluate the effectiveness of the funding?

The school has an extensive assessment programme, which will enable us to monitor how children are progressing from their September starting points. These assessments will inform pupil progress meetings, held regularly within year teams and termly with the Senior Leadership team, so that no child is left behind. The Pixl Therapy system uses Personal Learning Checks to monitor progress in the identified gaps and the Lexia system provides feedback for teachers which then informs specific teaching sessions to take place.