



**SUMMARY INFORMATION**

<b>Academic Year</b>	2020/21	<b>Total number of pupils</b>	407
<b>Cost per pupil</b>	£80	<b>Total catch-up budget</b>	£32,560
<b>Catch-up funding leader</b>	Helen Crowther	<b>LGB member responsible</b>	Gina Walsh
<b>Catch-up funding Trust leaders</b>	Amanda Bennett CEO Amanda Rawson CFO Ken Inwood - Trustee	<b>Review Processes</b>	Monthly on-going log. Half termly financial spend review – Termly impact reporting.

**Context / foreword**

For educators, coronavirus has created the test of a generation. When pupils start the new school year in September, most will be returning to the classroom for the first time in almost six months. In order to allow our children to ‘catch-up’ the learning they have missed, the government has provided funding at £80 per pupil for each school/academy. Following research and the EEF document “COVID-19 SUPPORT GUIDE FOR SCHOOLS”, this strategy sets out the academies plans to provide the necessary resources and approaches to allow our children to settle back into school and accelerate their learning in order to ‘narrow the gaps’.

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

**Priorities identified through school’s analysis**

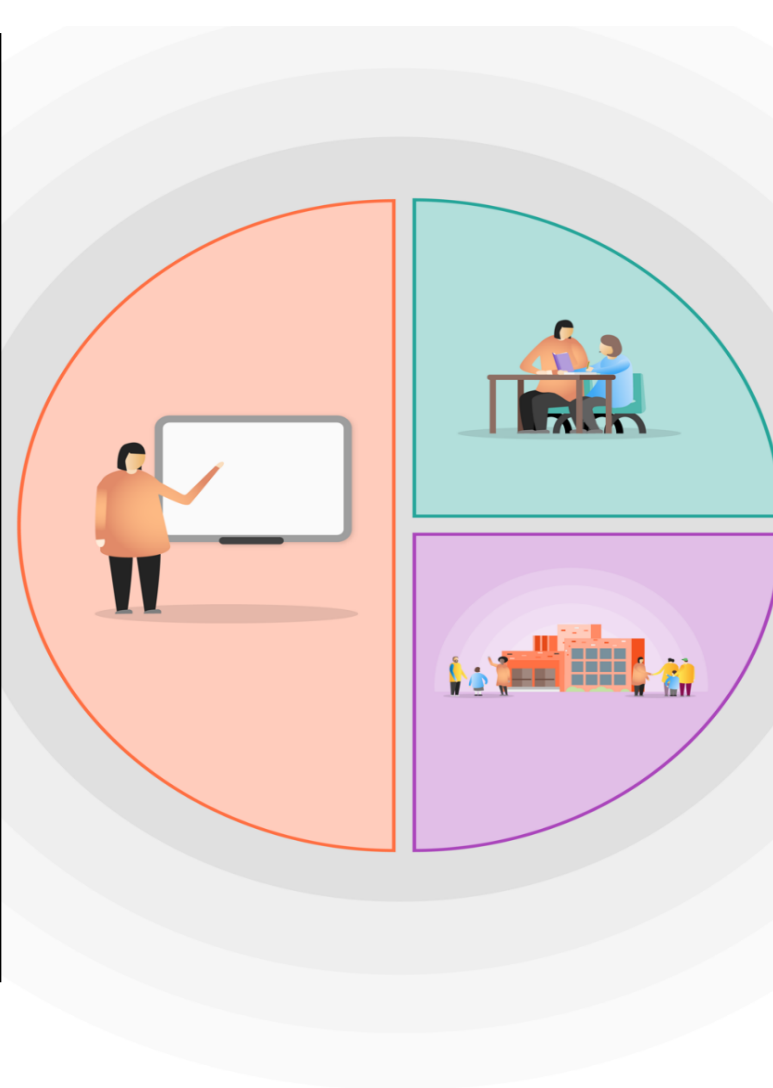
- Early SEND identification in EYFS
- Year 1 curriculum offer re transition focus to Key Stage 1 (S&L/phonics/ BFL/ early SEND identification)
- Reading-phonics, early reading and vocabulary in Year 2; phonics and early reading in Year 3 ;reading comprehension and love of reading in upper KS2
- SEL across school with particular focus in Year 2,3 and 5
- Year 6 curriculum offer (maths and English) in order to be secondary ready
- SEND/ Cause for Concern provision across the school with a particular focus in Year 4



## EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL – Catch-up focussed model

### 1 - TEACHING

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A broad and engaging curriculum that focuses on vocabulary acquisition and application of basic skills.
- Frequent low stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Maintain our existing CPD focus on Literacy and introduce further CDP on metacognition through a logical and well-sequenced plan to support and sustain high quality teaching.
- Continued deliberately reduce workload to aid staff wellbeing and enable high-quality responsive teaching based on formative assessment and diagnostics.
- Whole school implementation of EEF Metacognition Guidance with a trained trainer on the leadership team to ensure sustainability.
- Continued whole school focus on oracy including introducing continuous provision in Year 1 to support this.
- Additional support for early career teachers through the Early Career Framework and bespoke in-house CPD.



### 2 – TARGETED ACADEMIC SUPPORT

- Same-day intervention including daily phonics catch-up.
- Specific intervention programmes led by both teachers and trained Teaching Assistants using research led diagnostics and programmes (WELLCOMM, NELI, Reading Fluency Intervention).
- Research School led metacognition CPD to ensure high-quality teaching.
- Teacher-led targeted group teaching for Year 6 pupils (3-way split).
- 1:1 teacher led catch-up sessions in KS1.

### 3 – WIDER STRATEGIES

- Extensive outdoor learning provision including cluster Forest School offer.
- Breakfast Club provision continued.
- Symbiosis between whole school offer (SDP), Catch-up Plan and Pupil Premium Strategy.
- Use of Seesaw to maintain high level of parental engagement and provide additional support materials.
- Introduction of Restorative Justice approach for behaviour across the school and a refocus on whole class rewards.
- PSHCE curriculum supporting emotional wellbeing including bespoke re engagement appendix created by our Assistant Head.
- Whole School poetry re engagement project to support emotional well-being.



**IMPLEMENTATION PLAN FOR CATCH-UP**

1. AREA IN NEED OF CATCH-UP	3.INTERVENTION DESCRIPTION	4.IMPLEMENTATION ACTIVITIES	5.IMPLEMENTATION OUTCOMES	2. FINAL OUTCOMES – including expected impact
<p><b>Focus:</b> Year 1 curriculum offer re transition focus to Key Stage 1 (S&amp;L/Phonics/ BFL/ Early SEND identification)</p> <p><b>Reasons:</b> lack of transition in Summer 2020, high needs cohort with specific SEND issues, incomplete EYFS year</p>	<ul style="list-style-type: none"> <li>Additional support for phonics learning</li> <li>Additional SALT interventions and curriculum initiatives</li> <li>SEND support for targeted pupils</li> <li>Continuation of EYFS curriculum with areas of provision</li> </ul>	<ul style="list-style-type: none"> <li>Additional TA led phonics intervention daily (1 hour per day - £2390.70 per year)</li> <li>Training of TA to deliver NELI intervention (£350 resources + £195 training)</li> <li>NELI intervention 1hr per day week (1 hour per day - £2390.70 per year)</li> <li>Implementation of Talk Through Stories (resources £118.22)</li> <li>Educational psychologist support for specific pupils (2 days additional support £950)</li> <li>Set up of areas of effective continuous provision, including outdoors</li> </ul> <p>Total: £6394.62</p>	<ul style="list-style-type: none"> <li>Increased confidence and phonic knowledge within Year One cohort. All children at expected levels based on starting point.</li> <li>Increased provision for evidence-based SALT interventions</li> <li>Language rich curriculum content and specific teaching of language and vocabulary</li> <li>Targeted strategies and bespoke support for those pupils who require additional support for learning.</li> <li>Learning needs are met for the highest needs pupils in Y1.</li> <li>SEND provision evidenced through appropriate records</li> <li>Developmentally appropriate curriculum provision – including timetabled outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>Consistent percentage pass rate in phonics screening test despite missed curriculum in YR</li> <li>SALT assessments (through NELI and Wellcom) show increased language development in targeted pupils.</li> <li>Improved language outcomes for all demonstrated through reading and writing.</li> <li>Improved outcomes for high needs pupils, measured through small steps assessment and IEP provision.</li> <li>Improved outcomes for all Y1 pupils.</li> </ul>
<p><b>Focus:</b> Reading-phonics, early reading and vocabulary in Year 2; phonics and early reading in Year 3; reading in upper KS2</p> <p><b>Reasons:</b> curriculum deficit from academic year 2019-20 requiring catch-up, lag requires skill development in</p>	<ul style="list-style-type: none"> <li>Developing expertise and QFT in phonics in Year three</li> <li>Development of vocabulary within the curriculum in Year 2 to support writing and reading comprehension</li> <li>Reading scheme development to support comprehension and reading for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>Letters and Sounds training for Y3 teachers (£200)</li> <li>Implementation of Talk Through Stories in Y2 (resources £118.22)</li> <li>Purchase of books for KS2 to ensure reading scheme matches needs of current pupils (£2832.25)</li> <li>Purchase of Bug Club subscription to ensure all pupils can access online reading books</li> </ul>	<ul style="list-style-type: none"> <li>Increased confidence and phonic knowledge within both cohorts. All children at expected levels based on starting point.</li> <li>Increased confidence and skills in teacher delivery of phonics in Year Three</li> <li>Language rich curriculum content and specific teaching of language and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Improved reading outcomes across year groups two and three, ensuring catch-up of those who have regressed during school closures.</li> <li>Improved language outcomes for Year 2 demonstrated through reading and writing.</li> </ul>



**Academy Name: The Greetland Academy**

<p>additional areas, development of renewed reading resources to re-engage learners</p>		<p>(particularly when isolating at home) (£952.75)  Total: £4103.22</p>	<ul style="list-style-type: none"> <li>• Age and stage appropriate reading scheme which meets the needs of all pupils.</li> <li>• Reading scheme accessible to all pupils, including those isolating.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved engagement with home reading across KS2, particularly in low ability readers.</li> </ul>
<p><b>Focus:</b> SEL across school with particular focus in Year 2,3 and 5  <b>Reasons:</b> Key year groups displaying increased SEL concerns post school closures. Older pupils requiring re-engagement in learning following prolonged absence.</p>	<ul style="list-style-type: none"> <li>• Enhancement of SEL support for vulnerable pupils</li> <li>• Initiatives to regain feelings of belonging and community within key year groups</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of learning mentor with allocated 2.5 hours per week to each Year group (£4334.25)</li> <li>• Year 5 podcast project</li> <li>• Whole school poetry reengagement project</li> </ul> <p>Total: £4334.25</p>	<ul style="list-style-type: none"> <li>• Bespoke and appropriate social, emotional support for pupils with the highest need.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are more able to self-regulate and express their emotions.</li> <li>• Improved self-esteem and self-awareness in targeted pupils.</li> </ul>
<p><b>Focus:</b> Year 6 curriculum offer (maths and English) in order to be secondary ready  <b>Reasons:</b> Rapid and sustained catch-up needed following prolonged absence.</p>	<ul style="list-style-type: none"> <li>• Enhanced curriculum offer to support catch-up learning</li> <li>• Additional support to encourage fluency of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Year six small group teaching for English and Maths (2hrs per day £12276)</li> <li>• Teacher led reading fluency intervention (training: £192)</li> </ul> <p>Total: £12468</p>	<ul style="list-style-type: none"> <li>• Targeted learning opportunities in smaller groups to ensure quick and thorough catch up of missed curriculum opportunities.</li> <li>• Development of pace and fluency of writing in targeted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 pupils show expected or accelerated progress from their starting points and catch-up any lost learning</li> </ul>
<p><b>Focus:</b> SEND/ Cause for Concern provision with a particular focus in Year 4  <b>Reason:</b> High needs cohort which need specialist intervention. Cohort struggled with transition to KS2 and now need further support following school closures.</p>	<ul style="list-style-type: none"> <li>• SEND support for targeted pupils</li> <li>• Additional SEMH support for learners with low engagement and /or self-esteem.</li> <li>• Additional intervention capacity to support specific learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Educational psychology support for Year 4 pupils (3 days £1425)</li> <li>• Allocated time with learning mentor one afternoon per week (£1444.75)</li> <li>• Additional TA intervention time (1hr per day £2390.70)</li> </ul> <p>Total: £5260.45</p>	<ul style="list-style-type: none"> <li>• Learning needs are met for the highest needs pupils in Y4.</li> <li>• SEND provision evidenced through appropriate records</li> <li>• Appropriate and timely intervention provision to meet pupil need.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for high needs pupils, measured through small steps assessment and IEP provision.</li> </ul>

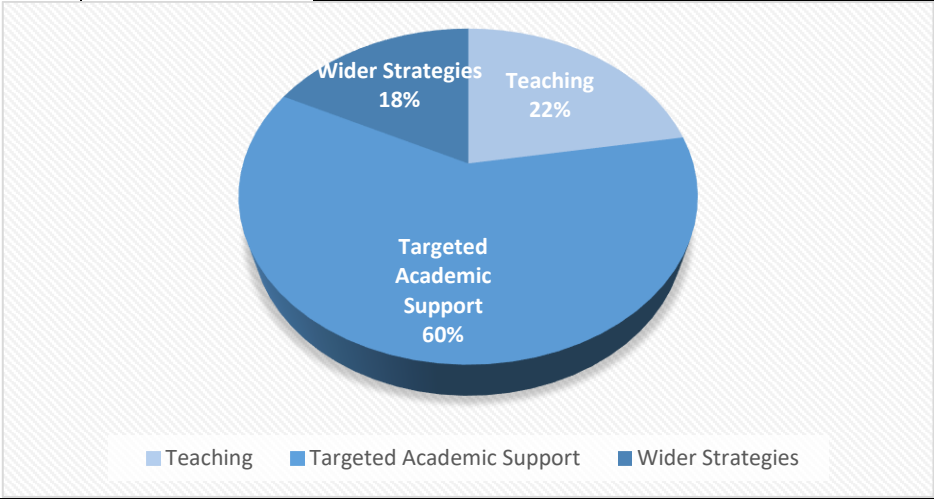


**COVID-19 Catch-up Funding Strategy**

**Academy Name: The Greetland Academy**

**Grant Funding Overview**

EEF Tiered Support Areas	Specific Spend Areas	Forecasted Spend	Tranche 1 position Autumn Term	Tranche 2 position Spring Term	Tranche 3 position Summer Term	Final Spend
<b>1. Teaching</b>						
CPD in support of quality first Teaching	x		£675	£1900		£2575
CPD/ system leader support for specific intervention training	X		£387			£387
Subject specific assessment release time for teachers to provide effective feedback to pupils						
<b>2. Targeted Academic Support</b>						
Staffing to provide small group tuition groups in ...	X		£ 6482.70	£ 6482.70	£ 6482.70	£19448.10
Staffing to provide 1:1 coaching for ... <b>(NOTE – the national coaching programme expected use)</b>	X		£1926.33 (rounded)	£1926.33 (rounded)	£1926.33 (rounded)	£5779
<b>3. Wider Strategies</b>						
Bespoke expertise in the use of technology						
Production of parental guidance materials						
Resources	x		£4371.44			£4371.44
<b>Total</b>			<b>£13842.47</b>	<b>£10309.03</b>	<b>£8409.03</b>	<b>£32560.54</b>





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ACADEMY TRUST

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## **COVID-19 Catch-up Funding Strategy**

**Academy Name: The Greetland Academy**