

Self-Worth Purpose Engagement

Covid Catch up Recovery Curriculum 2020-2021

“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.

October Census = 393 pupils. Trust have allocated £32,400 in Catch Up Funding					
Area To Address	Actions Implement	Cost	Timing	Intended impact	Monitoring
To understand starting points for all pupils and set realistic but aspirational targets for all classes and year groups for R, W and M	Staff to create data sheets for each class - detailing Sept baseline info, FFT 20 and 50 targets and school end of year targets	Training cost £175	By Friday 6 November 2020	All teachers have a clear understanding of gaps to be closed and end of year targets. Planning, teaching and interventions are adapted to close gaps.	Each half term By SLT

Raise standards in maths. To narrow gaps between PP and non PP pupils	To purchase CGP books for Y6. Year 6 class teachers to monitor use and impact	£516.80	End of September 2020	Pupils attainment EOY targets	Weekly Year 6 team Polly Lindsey SLT
Access to technology for the most vulnerable children.	2x class set of chromebooks Dongles/laptops/chrom ebooks for those children who cannot access online learning. Specific software to meet individual learning needs. Pupils are given set tasks to complete online weekly which are bespoke to them and their individual catch up plans.	£16000	End of January 2021	The gap between disadvantaged and non-disadvantaged children closes by at least 10%. Children with SEND make at least 3 sub levels progress.	Weekly review by class teachers Polly Lindsey and Steve Garrard to feedback to the Principal each fortnight.
To improve outcomes for SEND pupils	Advertise for experienced SENDCO. Appoint interim SENDCo until December 2020.	Interim SENDCo = £2,586.72	Interim to start: 16th November. SENDCo interviews - December 2nd.	All annual paperwork completed December 2020. Audit of resources by 2020. Resources deployed effectively to SEND children in each class. Interim SENDCo to organise calendar of events for next SENDCo.	Weekly by SLT.
SEMH support for those identified.	Cedar project mentorship.	£889.50	To begin December 2020 and run for 12 weeks.	Children identified have access to resources and mentorship as required.	Weekly by SLT and class teachers.

To improve the privacy and shelter of the Forest School area so that the provision can run in all weathers.	To buy and install privacy fencing and a canopy.	£2009	To be in place by January 2021	Forest School sessions can be run in all weathers benefitting all children in support of SEMH and other areas of the curriculum. Privacy screening will support safeguarding of more vulnerable pupils when working in the area.	Forest School Lead and SLT.
To improve provision and resources in each classroom to meet individual needs.	Purchase subscription to Classroom Secrets.	£1162.80	By January 2021	High quality resources will be provided for all students to meet all needs. Teachers wellbeing will improve through a better work life balance.	KM
Improve the teaching of vocabulary across the school	Buy Vocabulary Ninja books for the whole school.	£478	May 2021	Children have improved knowledge and use of Tier 2 vocabulary and use this more confidently in their oracy and writing. Outcomes for writing improve across the school.	KM
To improve the outdoor provision for EYFS	Buy a range of sustainable resources as recommended by Early Excellence to support provision of outdoor learning in the EYFS.	£1485.19	September 2021	The provision for EYFS outside mirrors the new curriculum and excellent provision inside. Staff are confident in how to provide opportunities for all children in all areas of the EYFS.	EYFS leaders
Area To Address	Actions Implement	Cost	Timing	Intended impact	Monitoring

Total spend = 25303.01

Carried forward to spend in academic year 2021-22 - £7096.99 - £5000 to be allocated to EYFS Outdoor Provision, £2096.99 to be allocated to phonics resources.

Impact Review:

- Due to further school closures throughout the academic year 2020/2021, the intended impact of: The gap between disadvantaged and non-disadvantaged children closes by at least 10% and children with SEND make at least 3 sub levels progress, was not achieved. This continues to be a priority for the year ahead.
- We were able to ensure that all families who required access to technology or the internet were supplied with what they needed, be it further devices or dongles. This meant that there was a significant increase in children accessing online learning. In the January lockdown, there were live sessions daily in each year group, improving communications as well as social and emotional wellbeing for pupils, staff and families.
- An interim SENDCo was appointed to support with statutory requirements until the permanent SENDCo took position in February 2021 supporting us in meeting statutory deadlines, improving outcomes for those children with SEND.
- Identified children with SEMH continued to have access to services they needed, including the Cedar Project, ELSA and counselling, improving outcomes for them in the classroom.
- Privacy screening in key areas of the school has improved the safeguarding of our children during outdoor learning sessions. These sessions have been key in our recovery curriculum.
- High quality resources have been purchased to further improve teaching and learning meaning improved outcomes for pupils.
- Children's vocabulary and starting points are low. A focus on SALT and vocabulary provision and learning has improved outcomes for pupil, particularly in the Early Years and Year 1.
- The provision in Early Years is good. A key improvement area for the academy for the academic year 2021/2022 is to further develop the outdoor provision so that it mirrors the good provision inside. £5000 of catch up funding has been carried over for the academic year 2021/22 to support the outdoor provision in the Early Years which is evidence based.
- A new phonics scheme has been introduced in 2021/2022. £2096.99 has been carried over to support in the CPD of staff to ensure high quality teaching of phonics in the Early Years and KS1, which in time will then become a whole school approach to the teaching and learning of phonics. Further books will also be bought to support with phonics development.