St Andrew's C E Primary School
Catch Up Funding 2020-21

School name	St Andrew's C E Primary School
Pupils in school	563
Catch up funding allocation	£45,040
Publish date	September 2020
Review date	July 2021

Priorities for catch up

Measure	Activity
Priority 1	To provide whole class support and targeted intervention focusing specifically on the core curriculum to ensure pupils rapidly recover. The EEF suggests there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. (The EEF guide to supporting school planning: A tiered approach to 2020-2021) X4 F/T Teachers x1 P/T Teaching Assistant =£141,547
Priority 2	To implement and deliver regular mental health and well-being sessions including targeted individual sessions when required. The EEF states that supporting the pupils' wellbeing and social and emotional learning is linked into their academic, curriculum-based learning and that these SEL skills need to be linked through whole-school ethos. There also needs be a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. (The EEF guide to supporting school planning: A tiered approach to 2020-2021) Jigsaw curriculum/recovery curriculum = £1800
Priority 3	To develop remote learning to support teaching and learning. Google Educator Training Course £2000 + VAT
Barriers to learning these priorities address	1. Pupils will have been affected by the COVID-19 lockdown and school closure with the gaps in their learning particularly with their basic skills across the core curriculum.

	2. All children will have had different experiences during the school closure. Many may lack low self-confidence, self-esteem and resilience as a result of lockdown and school closure due to loss of routine, structure, friendship, opportunity and freedom. This will have an impact on emotional wellbeing and mental health. 3. Providing children with high quality remote learning due to isolating, bubble closures or illness is key to continue the learning at home and developing the basic skills and non-negotiables. Also, to develop the CPD of the staff and their ICT skills. During the school closure Google Classroom was introduced, this was new to staff and was necessary to develop the skills of the staff in this area.	
Projected spending	£145,747	

Monitoring and Implementation

Area	Challenge	Mitigating action
Priority 1	Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.	Use of assessments completed across school as well as ongoing assessments within teaching of subjects For Maths, following the whole school planning with 'catch up' basic skills and non-negotiables taken into account. For English, following the reading and writing lead's direction with relation to teaching phonics, reading, grammar and spelling, writing including handwriting. Amending foundation subjects teaching to allow for application of skills across the curriculum.
Priority 2	Ensure staff are well-equipped to deliver mental health and wellbeing sessions within classes.	For Jigsaw, following the leader directions with relation to teaching Jigsaw taken into account children's wellbeing and reintegration in school. The Recovery Curriculum was implemented across school for the Autumn term and to revert to the original scheme of work in the Spring term. Inset delivered by PSHE leader in September 2020.
Priority 3	Support staff development of remote learning skills through the Google Educator Training Course.	School priority to ensure the curriculum is accessible to families due to isolating, bubble closure or illness. Curriculum adapted to be taught online and accessible to families. New high-quality online teaching and learning promoted through the

		development of skills from the training course.