



SUMMARY INFORMATION

Academic Year	2020/21	Total number of pupils	136
Cost per pupil	£80	Total catch-up budget	£10 880
Catch-up funding leader	Allison Deighton	LGB member responsible	Tricia Stewart
Catch-up funding Trust leaders	Amanda Bennett CEO Amanda Rawson CFO Ken Inwood - Trustee	Review Processes	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

Year 1 curriculum offer re transition focus to Key Stage 1 (S&L/Phonics)

Phonics and early reading in year 2

Lower KS2 phonics and comprehension

Year 5/6 gaps in mathematics

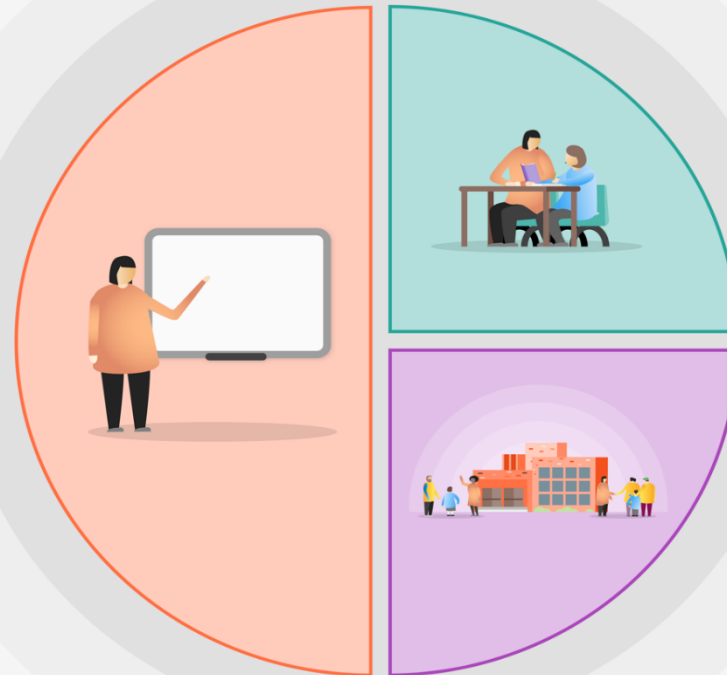
Note:

‘The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020 - the second grant will use the 4 to 15 pupil headcounts from the October 2020 census. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.’ <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>



1 - TEACHING

- Quality First Teaching following up from CPD delivered in September 2020 and to be re-visited termly
- Whole class phonics/reading approach underpinned by clearly defined formative assessment practices.
- Regular staff CPD on mental health and wellbeing.
- Seesaw used as a platform and feedback provided by teachers.
- Teaching focusing on key ideas and setting up the home learning with modelling, explanations, and immediate feedback—sharing the metacognitive steps needed to complete a task.
- Provide a suite of home learning options. Families select the most appropriate them: daily online learning tasks or printed packs either delivered to home or collected from school.



2 – TARGETED ACADEMIC SUPPORT

- Same-day in-class intervention.
- Targeted group teaching for KS1
- Specific intervention programmes led by both Teachers and TSs
- Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills.

3 – WIDER STRATEGIES

- Lessons on identifying emotions and self-regulation strategies.
- Maintain open communication with all stakeholders
- Tiered contact: fortnightly, weekly or every three working days—phone calls and home visits for isolating families and children



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>Focus: Year 1 curriculum offer re transition to Key Stage 1 (S&L/Phonics/ BFL/ Early SEND identification) Reasons: lack of transition in Summer 2020, high needs cohort with specific SEND issues, incomplete EYFS year</p>	<ul style="list-style-type: none"> Common 'tricky words are revisited for regular retrieval practice using flashcards etc in handwashing times etc Relevant phases of L and S are revisited for the targeted children Support for parents with strategies for home reading of decodable books 	<ul style="list-style-type: none"> Year 1/2 TAs allocated to new phonics groups Timetable produced for daily input Literacy lead to provide training esp. around phases 4, 5 and 6 to the TAs Audit of KS1 decodable books and purchase of further if required for target children Literacy lead to record seesaw video for parents exemplifying reading support strategies with supporting handout 	<ul style="list-style-type: none"> Two weeks check and sharing of data: allocation of pupils to the phonics intervention Feedback from TAs/observation if possible, of one of the intervention groups Teacher revisit grouping after two weeks and complete further assessment. Is there any evidence of improvement? Adjust groups as necessary 	<p>All pupils are independently decoding and have sight recognition of common non decodable words at year 1/2 – TIMESCALE for achievement long term – July 2021</p>
<p>Focus: Phonics and early reading in lower KS2 Reasons: curriculum deficit from academic year 2019-20 requiring catch-up, lag requires skill development in additional areas, development of renewed reading resources to re-engage learners</p>	<ul style="list-style-type: none"> Common 'tricky words are revisited for regular retrieval practice using flashcards etc in handwashing times etc Staff hear all children reading using the levelled books they have been given; reading miscue records are to be used to identify any patterns in areas of challenge for the pupil Relevant phases of L and S are revisited for the targeted children Support for parents with strategies for home reading of decodable books 	<ul style="list-style-type: none"> Year 3 LSAs allocated to new phonics groups for children who have fallen behind. Timetable produced for 10-minute daily input Literacy lead to provide L and S training esp around phases 4, 5 and 6 to the LSAs Audit of year 3 decodable books and purchase of further if required for target children Literacy lead to record seesaw video for parents exemplifying reading support strategies with supporting handout 	<ul style="list-style-type: none"> Two weeks check and sharing of data from reading records; allocation of pupils to the phonics intervention (Deputy head) Feedback from Tas/observation of possible of one of the intervention groups Teacher revisit the reading books after two weeks and complete further reading miscue. Is there any evidence of improved decoding? Adjust groups as necessary 	<p>All pupils are independently decoding and have sight recognition of common non decodable words at year 3 – TIMESCALE for achievement long term – July 2021</p>
<p>Focus: Year 5/6 curriculum offer (maths and English) Reasons: Rapid and sustained catch-up</p>	<ul style="list-style-type: none"> Deploy tutor for 1-1 or small focussed groups to year 5/6 class 	<ul style="list-style-type: none"> Teach to the gaps of knowledge prior to SATs and end of year 	<ul style="list-style-type: none"> Feedback from tutor to class teacher Teacher to re-visit groups fortnightly and change as appropriate depending on 	<p>Pupils working at expected level following interventions – July 2021</p>



GREAT HEIGHTS
ACADEMY TRUST

Achieving excellence together

COVID-19 Catch-up Funding Strategy

Academy Name: Bowling Green

needed following prolonged absence.			progress or subject area being taught	
-------------------------------------	--	--	---------------------------------------	--

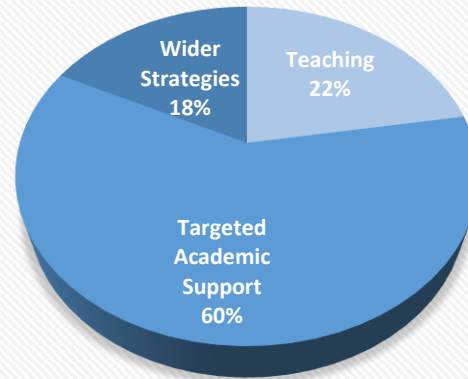


COVID-19 Catch-up Funding Strategy

Academy Name: **Bowling Green**

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
1. Teaching						
<i>Seesaw CPD for staff linked to home learning</i>		£0	£0	£0	£0	£0
<i>CPD in support of quality first Teaching metacognition</i>			£0	£0	£0	£0
<i>CPD/ system leader support for specific intervention training</i>	x		£240	£240		£480
<i>Subject specific assessment release time for teachers to provide effective feedback to pupils</i>	x		£650	£650	£650	£1950
2. Targeted Academic Support						
<i>Staffing to provide small phonics groups in KS1</i>			£1200	£2400	£1200	£4800
<i>Staffing to provide 1:1 coaching for year 5/6</i>			£0	£870	£870	£1740
3. Wider Strategies						
<i>Production of parental guidance materials</i>						
<i>Resources</i>	x		£1200	£610	£100	£1910
Total			£3290	£4770	£2820	£10,880.00



■ Teaching
 ■ Targeted Academic Support
 ■ Wider Strategies



ONGOING ACTIVITY LOG 20/21 Catch-up Grant Funding – Report for the Trust leaders and LGB reporting

Date	What has been started/completed from the implementation activities?	What impact measures can you report to date from the implementation outcomes?	Do you need to change/adapt anything in your plan? (develop, change, maintain)	Are there any budget implications for this?	LGB comments
September	<p>Altered our usual start to the year and included opportunity for transition to new teacher</p> <p>Baseline assessments and identification shared with all staff and Governing Body.</p>	<p>Children settled back into school swiftly and confidence had improved. Initial PSHCE lessons showed that the majority of children, whilst keen to be back, were anxious about this. After the first few weeks, children and parents commented how settled and pleased they were to be back.</p> <p>Staff aware of how to identify gaps and needs.</p>	<p>Continue with increased PSHCE opportunities to allow children to discuss feelings and emotions.</p>	<p>N/A</p>	<p>LGB happy with provisional planned areas of need and confident in Schools ability to support our children</p>
October	<p>Baseline assessment and identification completed for all children – shared findings with MAT core team</p> <p>Catch-up plan written to meet the needs of our children and address identified areas for catch-up</p>	<p>Key areas of need identified (see plan above)</p> <p>Plan written (see plan above) and draft plan shared with staff.</p>	<p>Plan sent to MAT core team for quality checking and guidance</p>	<p>N/A – amend plan as per guidance</p>	<p>CoG supported interview of new apintment.</p>
November	<p>Plan approved</p> <p>Plan shared with all stakeholders</p> <p>Year 1 Teaching assistant in place.</p>	<p>Data for phonics to be added here</p> <p>Increased TA support in all KS1 classes- targeted interventions for children within these have begun.</p>	<p>CPD for new member of staff around phonics.</p>		<p>Discussion of appointment of new TA to support Catch Up. Happy with this.</p>



Academy Name: Bowling Green

December					
January					
February					
March					
April					
May					
June					
July					