



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

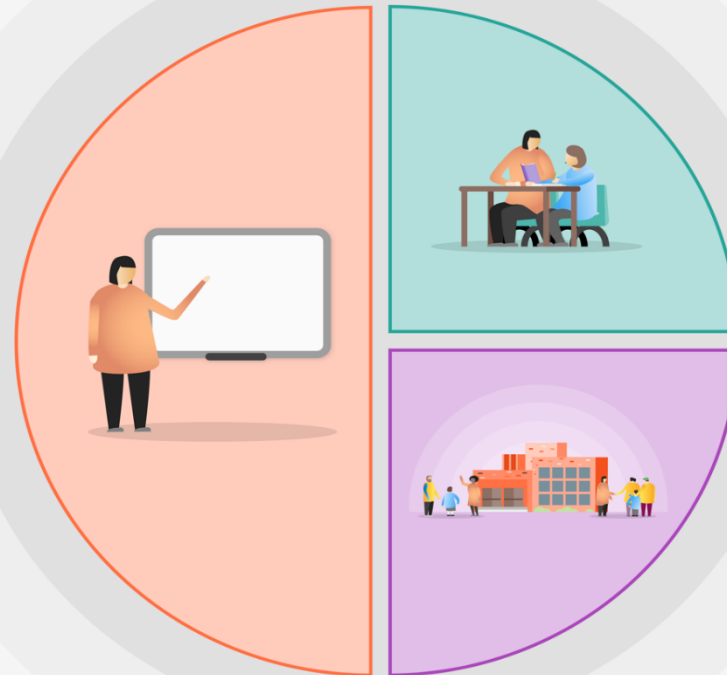
Note:

‘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/curriculum-expectations-for-the-next-academic-year). 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 revisited 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 and KS2
- Specific intervention programmes led by both Teachers and TAs
- 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



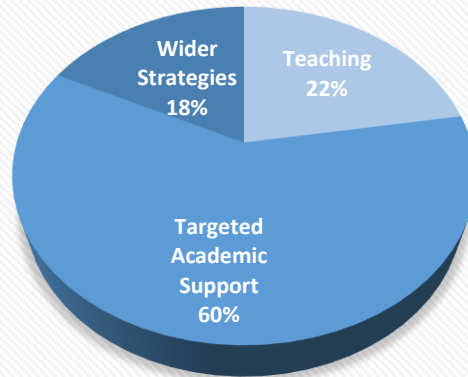
IMPLEMENTATION PLAN FOR CATCH-UP

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 and 2 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 phonics 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/precision teaching. Reading Lead to provide monitoring and training. 	<ul style="list-style-type: none"> Two weeks check and sharing of data: allocation of pupils to the phonics intervention, monitoring and revisiting of groups and re-organising as appropriate. Feedback from TAs/observation if possible, of one of the intervention groups 	<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; patterns identified in areas of challenge for the pupil Relevant phases of phonics are revisited for the targeted children Support for parents with strategies for home reading of decodable books 	<ul style="list-style-type: none"> Year 3/4 and Y4/5 Support Assistants allocated to new phonics groups for children who have fallen behind. Timetable produced for daily phonics lessons. Reading Lead to provide RWI (phonics scheme) training and monitor delivery and support class teachers in monitoring impact. Children to use decodable books. 	<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 from intervention groups Teacher revisit the reading books weekly. 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, 4 and 5 – TIMESCALE for achievement long term – July 2021</p>
<p>Focus: Year 5/6 curriculum offer (maths and English) Reasons: Rapid and sustained catch-up needed following prolonged absence.</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 progress or subject area being taught 	<p>Pupils working at expected level following interventions – July 2021</p>



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>	N/A	<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>	N/A – amend plan as per guidance	<p>CoG supported interview of new appointment.</p>
November	<p>Plan approved</p> <p>Plan shared with all stakeholders</p> <p>Year 1 Teaching assistant in place.</p> <p>Oxford ebook licence</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>
December	<p>Training for Y1 teaching assistant around phonics</p>	<p>Increased staff confidence.</p> <p>Plan for next steps.</p>		No	



Academy Name: Bowling Green

	(Slightly delayed owing to bereavement). Identified key children within Y5 for Maths Catch up. Y6s to be identified.	Reading Lead has a clearer view of what phonics looks like and where the training needs are.			
January	<p>Y1 TA has been retained in order to continue with Catch Up focus group.</p> <p>Phonics groups have been enabled to continue within Y1 and 2.</p> <p>TA has received Training along with other TAs on Precision Teaching.</p> <p>Plans for TA to deliver catch up maths on a Wed afternoon postponed owing to numbers in.</p>	<p>TA confidence has improved – engagement with children and initiative being shown.</p> <p>Consistency for pupils who are in school and those learning remotely.</p> <p>This has only just happened this week therefore need to identify children to target.</p>	<p>Not at the moment but going forwards, add TA to Seesaw in order to provide feedback to individual children.</p> <p>Review children in and consider benefits of going ahead with the catch up.</p>	No further implications than have previously been budgeted for.	Will be discussed at meeting on 25.1.21
February	Continuation of above with Y1 teacher is delivering phonics groups, small group and 1:1 intervention sessions in a morning	Latest assessments have demonstrated that some children at home have fallen behind quite. These will be targeted through groupings and 1:1 catch up intervention.	<p>Groups adapted in order to meet children’s gaps from recent assessments.</p> <p>Catch up with TA to be put into place once children return in order to establish whether further children</p>	No further implications	Governors were updated at last meeting – any further updates will be reported at the next meeting on 15.3.21
March	Significant disruption caused by Covid x 2 closures in the Y1 bubble. RC does not wish to continue in role after Easter.	Phonics is now much improved in terms of consistent delivery. Some children within this cohort have been adversely affected owing to multiple closures and little	Work out appropriate replacement for RC to meet needs of all children/expertise in phonics/KS1.	No – significant underspend on staffing and resources (£6500)	No further updates.



Academy Name: Bowling Green

		engagement from home despite every effort made by school.			
April	<p>Employment of temporary Teaching Assistant in KS1 – supporting small groups, with focus on Writing attainment.</p> <p>Streaming Read Write Inc. Phonics throughout school, including UKS2.</p> <p>Support from English Hub, RWI and White Rose Maths audit/training.</p> <p>Purchase of Y2 – Y6 reading book scheme – linked to reading ability.</p>	<p>Smaller groups, increased focus on composition for Writing. Notable impact in vocabulary use, letter formation and handwriting.</p> <p>Phonics delivery across school, including KS2.</p>	Staff CPD on Assessment for Learning – improving pupil outcomes.	<p>Temporary TA for one term</p> <p>Reading scheme books - £2134</p>	Governors updated and pleased with KS1 appointment to close attainment and learning gaps.
May	<p>Staff CPD on scaffolding, modelling and Assessment for Learning.</p> <p>Continued role of highly qualified Supply TA (previous involvement with school/nursery improvement) – phonics interventions, speech interventions.</p>	<p>Assessment CPD has supported teachers in accurately assessing gaps in knowledge, e.g. use of pre-assessment in Maths; use of M&F policy.</p> <p>For vulnerable children identified, there has been huge progress following intensive S&L support.</p>	Staff CPD – to introduce weekly Phonics Meets – all staff to attend before school who deliver RWI. This involves staff recording themselves teaching and sending to RWI Lead to ensure consistency.	Experienced Supply TA to deliver focused interventions	



Academy Name: Bowling Green

<p>June</p>	<p>Refocused Feedback and Marking Policy.</p> <p>Some disruption to KS2 coaching due to staff absence/ staff isolating– HLTA deployment adjusted to support vulnerable pupils and Principal delivering intervention for identified vulnerable pupils.</p> <p>Weekly Phonics Meets with all staff who deliver RWI – led by RWI Lead.</p> <p>‘Teach Meet’ – addressing vocabulary gap</p> <p>Use of PIRA/PUMA tests to run alongside this and Maths to accurately assess ‘gaps’ in knowledge and book appropriateness per child.</p>	<p>In Pupil Voice survey, M&F Policy has impact – KS2 children know their English and Mathematics targets.</p> <p>Consistent Phonics delivery across school, including KS2 – notable improvements in Spelling. Children becoming more confident decoders and increased reading fluency.</p>		<p>RWI staff Phonics Meets costs – 15 mins per week</p> <p>Assessments + staff training on their use to address gaps in knowledge.</p>	
<p>July</p>	<p>SLT member completed Metacognition course.</p> <p>As more children begin to isolate, SeeSaw is being consistently used across school to support home learning.</p>		<p>To cascade to all staff in 2021-22.</p> <p>Families showing increased confidence with online learning platform – high access and engagement.</p>	<p>SeeSaw for 2021-22</p>	<p>Governors were updated. Supportive of how additional funding used.</p>



EEF Tiered Support Areas	Planned Spend	Actual spend	Carry forward	Any different action	Impact												
1. Teaching																	
<i>CPD in support of quality first Teaching</i>	£0	£0	£0	CPD delivered in-house and across the Trust.	Teachers responded well to CPD – particularly around assessment for learning, and differentiation. Impact seen across classes with an increase of challenge and meeting pupil needs.												
<i>CPD/ system leader support for specific intervention training</i>	£480	£1100	£0	Teacher release time to access further training re: Maths / Phonics Quality first Teaching and intervention packages.	Core subject leaders cascaded training to all Teachers and Teaching Assistants, particularly in English and Mathematics, where gaps were most evident. Maths CPD was accessed by teachers in all												
<i>Subject specific assessment release time for teachers to provide effective feedback to pupils</i>	£1950	£0		Further lockdown and further staffing isolation/ absence has prevented this. In school, we have reworked our Marking and Feedback Policy, and delivered CPD on effective 'in the moment' feedback.													
2. Targeted Academic Support																	
<i>Staffing to provide small group tuition groups in KS1</i>	£4800	£5768	-	Further small groups have been delivered to support learners.	Smaller groups with increased adults in EYFS and KS1 has had hugely positive impact. <table border="1"> <thead> <tr> <th>Year 1</th> <th>Baseline</th> <th>End of Yr.</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>53%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>73%</td> </tr> </tbody> </table>	Year 1	Baseline	End of Yr.	Reading	53%	60%	Writing	33%	53%	Maths	60%	73%
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COVID-19 Catch-up Funding Strategy

Academy Name: Bowling Green

					<table border="1"> <tr> <td>Year 2</td> <td>Baseline</td> <td>End of Yr.</td> </tr> <tr> <td>Reading</td> <td>54%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>58%</td> <td>79%</td> </tr> </table> <table border="1"> <tr> <td>Reception</td> <td>Baseline</td> <td>End of Yr.</td> </tr> <tr> <td>GLD</td> <td>67%</td> <td>76%</td> </tr> </table> <p>Some children identified as concerning when returning from lockdown, or with little engagement, have been targeted to address gaps in learning. TAs have focused on reading fluency and comprehension, fine motor skills to build stamina for writing, Phonics, and speech and language skills.</p>	Year 2	Baseline	End of Yr.	Reading	54%	79%	Writing	46%	63%	Maths	58%	79%	Reception	Baseline	End of Yr.	GLD	67%	76%
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<i>Staffing to provide 1:1 coaching for year 5/6</i>	£1740	£1740		HLTA deployed in Y5/6 to support coaching and 1:1 support.	Our Year 6 children feel well-equipped for secondary school. Effective feedback has addressed gaps in learning. Vulnerable children have received behavioural and wellbeing support in a proactive manner. Targeted transition activities and PSHE/RSE lessons in split year groups have helped prepare children for the next stage in their learning.																		
3. Wider Strategies																							
<i>Bespoke expertise in the use of technology</i>	£0			SeeSaw has been free this year for Bowling Green Academy – provided by the Trust.	SeeSaw engagement was closely monitored during lockdown and an external review praised engagement and activities shared by teachers. SeeSaw will continue to be used as a tool for teaching and learning, and for family engagement.																		



COVID-19 Catch-up Funding Strategy

Academy Name: Bowling Green

<i>Production of parental guidance materials</i>	£0	£0	£0		Guidance materials have been produced by existing staff and/or with support from the Trust. Bowling Green's website is becoming a place to access resources about our curriculum, how parents/carers can support at home, wellbeing, as well as identified issues such as e-safety, PREVENT and LGBTQ+.
<i>Resources</i>	£1910	£2274			As per DfE guidance, reading has been a core driver in our catch-up funding and action plan. Resources for books linked to ability across Key Stage 2, as well as online e-book access has heightened engagement, allowed children to make accelerated progress and involved families.
Total	£10,880.00	£10,882.00			