**Catch-Up Premium Plan**

**Cotton End Forest School**

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| **Summary information** |
| **School** | Cotton End Forest School |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £3560-Autumn 20+£2730-Spring 21 | **Number of pupils** | **234** |

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| **Guidance** |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil. |
| **Use of funds** |
| 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.Schools have the flexibility to spend their finding in the best way for their cohort and circumstances. |
| **Identified impact of lockdown** |
| **Maths** | * Specific content has been missed; gaps now evident in learning.
* Attitude towards maths has changed; particular cohorts find maths learning a struggle.
* Recall of basic skills has suffered. Number facts, times tables and strategies have been forgotten.
* Assessment data has shown that children are, generally, working approximately a term behind expected standards.
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| **Writing** | * Stamina for writing has decreased.
* Basic skills, such as sentence punctuation, have been affected.
* Handwriting and presentation isn’t as neat as previous years.
* Some children are struggling to find purpose for their writing.
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| **Reading** | * Children are less fluent in their reading.
* The comprehension skills have suffered – many children struggle to talk about their reading and answer questions.
* From observation, those who haven’t accessed books are further behind than their peers.
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| **Planned expenditure – following guidance from the Education Endowment Foundation (EEF)** |
| **Teaching and whole-school strategies** |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date** |
| Teachers have a very clear understanding of what gaps in learning remain and use this to inform planning and assessments, in line with standardised norms. | Purchase PIRA reading assessments for use across the school.Move towards using White Rose as a whole-school maths approach, including assessments. (£120)CGP books for year 6 – focus on Arithmetic and GPS (£88) |  | **Kylie Grey** | **May 2021** |
| Children have access to a varied selection of quality books, including reading scheme.Staff and parents are confident to ask questions which challenge the children’s comprehension of different texts.  | Staff and parent reading CDP.Purchase new books to supplement our current resources.(£2500)  |  | **Elizabeth Russell** | **May 2021** |

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| **Targeted approaches** |
| **Desired outcome** | **Chosen action and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date** |
| **1-to-1**Identified children will make significant progress. This will be across the core areas of the curriculum, as necessary.Their independence and confidence will increase. We will also see an improvement in attitude towards learning and wellbeing. | HLTAs will work with teachers to initially identify and deliver programs of learning appropriate for the identified child(ren).TAs will receive CPD to allow them to support children in a 1-to-1 capacity, both through intervention and in class.FSW will support children with SEMH needs through targeted sessions.HLTA 80x hrs £1141 |  | **Senco’s** | **May 21** |
| **Small group work**Identified children will make significant progress across the core curriculum. Confidence will increase in lessons and the children will apply their learning across the curriculum.Writing stamina will improve.Arithmetic standards will improve, including recall of facts (including times tables). | Small group work with teacher/TA/HLTA support, focusing on identified areas including reading comprehension, arithmetic, writing and problem solving.HLTA/TA x80 hrs £1141 |  | **All teachers and support staff** | **May 21** |
| Those children with the greatest speech and language needs are identified in Early Years. Intervention is put in place. The word gap closes for the most vulnerable in Early Years. | NELI (Nuffield Early Language Intervention) Reception staff trained and intervention started. Reception TAs deliver the intervention for 20 weeks. No additional costs, just the extensive use of two TAs for daily and individual and small group work. |  | **Elizabeth Russell** | **May 21** |

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| **Wider strategies** |
| **Desired outcome** | **Chosen action and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date** |
| Children’s wellbeing and involvement will increase due to an outdoor lifestyle which encourages a love of nature.Confidence and independence will increase. | Forest School activities planned for children across the school.FS Leaders monitor the impact of FS sessions across the curriculum, including attainment and wellbeing.FS assessments purchased and in place.Forest School Leader training for extra staff to support interventions £895 |  | **Esther Beams** | **July 21** |
| Parents and carers feel supported. | FSW will work with identified families to support their needs.School will provide additional resources to families in order to support children’s learning at home (laptops, programmes such as TT Rockstars).£250 subscriptions |  | **Rebecca Chesters-Lewis** | **May 21** |
| Children’s wellbeing and mental health is supported by trained, experienced MH practitioner. | KS2 SENDCo to undertake MH training through SoTo/Peter Pan. £195 |  | **Diane Catchpole** |  |
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