Ivy Learning Trust Catch Up Funding Strategy **– Wroxham School**

**2020-2021**

The Government’s commitment to supporting schools to ensure pupils have additional funding is in the form of a ‘Catch Up’ grant. The 1 billion has been separated into 2/3 for internal support and 1/3 for a National Tutoring Programme. The Education Endowment Foundation (EEF) has published some useful guidance to help inform schools to use any funding effectively.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme>

This financial year, schools will receive the following funding for each child

* £80 for primary-aged pupils

At the time of writing, the government have yet to publish guidance for schools to consider when deciding how to allocate the funding or when it will be distributed to schools. Teach First has been successful in their bid to deliver a nationwide tutor programme. How this will look is not yet clear.

The school has drafted an action plan detailing the key actions the school will take to accelerate the progress of pupils to mitigate the risk of underachievement caused by the Covid-19 Pandemic. Leaders are also closely monitoring how this is spent to achieve the goal that any child falling behind has made accelerated progress from their starting points.

Progress and attainment of all pupils is carefully tracked and analysed from a rich field of data in order to draw conclusions and measure the impact of the additional ‘Catch Up’ funding.

# ‘Catch Up’ Action Plan

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| Proposed Pupil Premium Spending at The Wroxham  |  |
| **Academic Year:** 2020-2021  | **Total ‘Catch Up’ budget:** £ 16,400 | **Date of most recent ‘Catch up’ review: November 2020** |
| **Total number of pupils on roll:**  211 | **Number of pupils eligible for ‘Catch Up’:**  | **Date for next ‘Catch Up’ strategy review:** Termly  |

Our key objective in using the ‘Catch Up’ funding is to ensure all identified pupils receive the right support to ensure any loss of learning is addressed. We will achieve this by ensuring that:

* A high profile is given to Quality First Teaching
* Support is provided to ensure regular attendance at school
* Leaders are accountable for the progress of those pupils receiving support from the funding

The ‘Catch Up’ plan is reviewed and updated termly with the schools’ senior leaders and Chair of the Local Governing Board.

We have identified that the funding priorities at The Wroxham fall into these areas:

* Quality of teaching for all
* Regular attendance at school
* Targeted interventions
* Enrichment within and beyond the curriculum
* Engagement of Parents/Carers
* Social, Emotional and Mental Health
* Remote Learning

## 2020-2021 - Identified Gaps

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| To increase and improve the working level of our Year 6 in Reading, Writing and Maths |
| Year 1 require an extension of the EYFS curriculum, to support their social interactions and interest in learning |
| Stamina for writing at length in multiple subjects - all year groups |
| Technical skills involved in writing, including grammar and spelling – all year groups |
| Attendance-particularly for SEND, PP and EAL pupils  |
| Pastoral / Social & Emotional - social and emotional difficulties at home & school particularly as a result of increased stresses at home – all year groups |
| Lack of contact with others in community – lack of social interaction opportunities – all year groups |
| Development of Google Classroom to support home learning  |

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| **Planned Expenditure**  **Date:** **Autumn 2020** |  | **Total fund allocated: £17000** |  |
| ***Desired outcome***  | ***Action / approach (no more than 3 per section)***  | ***Staff*** ***lead***  | ***Funding allocated***  | ***Monitoring and dates***   | ***Impact (review at end of Yr)*** ***% are useful***  |
|  To secure higher percentage of children in Year 6 achieving EXS at the end of KS2, in Reading, Writing and Maths | * Additional adult support, allowing the class to be split three mornings a week into two separate rooms, with teacher and TA for both groups – not streamed
* Purchase of Ashley Booth Reading Comprehension scheme
* Increased expectations of presentation, quantity and quality – set as challenges to engage the children
 | DSRB | £ 8000  | Weekly planning meetings between class teacher and support teacherSLT working with Year 6 team – fortnightly meetingBook looks – internal and SMAssessments – Pira and Puma end of autumn 2 – additional TestBase in early Spring – then Pira and Puma end of Spring 2  | 82% Reading and Maths – EXS and above77% writing – EXS and above |
| To ensure Year 1 pupils are able to access the National Curriculum and phonics curriculum successfully, having lost a third of their time in EYFS  | * Close working with EYFS lead to ensure a ‘play based’ curriculum to start the academic year, ensuring that social interaction skills are a key focus
* Phonics support from EYFS team – focussed and directed to disadvantaged children and those who are unable to blend – first four weeks of term, while Reception are part time
* EYFS and KS1 leader support for class teacher, to support with expectations and reacting to individual’s needs.
 | JTLSAKSLT | £800  | Weekly meetings with EYFS and KS1 leaders – adapting as required, based on the needs of the children.Weekly conversations about the improvements observed in phonics and children that need additional supportFortnightly review of play based curriculum – how to bring in National Curriculum more  | 85% phonics screening result |
| Stamina increase required for writing in all subject areas | * Engaging content provided through CLPE, Literacy Shed, LitFilmFest and Pobble resources – Year 1 – 6
* #WroxhamWriting introduced to Years 3 and 4 – encouragement and engagement
* Writing action plan maintained, adapted and monitored by all teaching staff, in addition to NE
 |  NE AK | £1200  |   | Improved content in booksIncreasing percentages in Pira and Puma tests |
| Improve the technical skills of writing – focussing on grammar and spelling | * Regular use of SPAG.com
* Increased technology within school to enable more children to access grammar and spelling activities – investment in class set of Chromebooks
 |  All staff – lead by NE | £4000 |  |   |

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| To improve the attendance of identified pupils to ensure they reach their full learning potential.  | * Conversations with family about how we can best support – offering of breakfast club and after school club
* Introduction of additional, engaging responsibilities that will encourage the children to be in school
* Possible use of EWO if things do not improve through school
 | JTSLT    | £ 800   | Attendance tracking Half termly reports Breakfast cub register Learning walks Children survey/questionnaire  | Increased attendance for all identified children |
| To increase the opportunities for interaction within school (socially distanced) and within the wider community – to allow for social skills development. | * Class to class interaction via Zoom and sharing of learning, #wroxhamreading sessions shared to other classes, joint learning projects and assemblies via Zoom
* Engagement with local community - #wroxhamcommunitiy greeting cards, postcard initiative with Communities 1st and virtual visits to Mayfair Lodge
* Invites for parents to contribute to school through recorded stories and sharing of job roles or hobbies
 | RBSLTClass teachers | £1200 | Pupil voice about links with other classesFeedback from local community and Communities 1stParent feedback about school involvement  | Pupil voice about the benefits of this strategyCohesive and collaborative nature of Wroxham maintained. |
| To ensure the emotional and social needs of identified pupils are met in order to aid their readiness for learning and to make accelerated progress.  | * Mentoring provision solidified throughout school – Mental Health Champion course attended online by a number of school staff – to increase offer of support to identified children
* Time allocated to run activities with identified children to allow them time to enjoy and discuss – eg. Wroxham Radio, Gardening Club, #WroxhamReading and #WroxhamWriting
* Development of Forest School in all year groups, ensuring increased opportunities for outdoor learning
* Involvement with external agencies to support social and emotional behaviour – The Hive.
 | SLT | £1000    | Mentoring intentions shared with all staff and sessions recorded on CPOMSPupil voice to find out opinions on additional opportunities and their impactSLT monitoring of Forest School sessions – half termly  | Less difficulties within the classroom, allowing for greater learning opportunitiesPupil voice positive about being in school and learning  |
| Increase the use of Google Classroom throughout the school, to ensure high levels of engagement | * Learning notes uploaded to Google Classroom each week – to share future learning
* Shared activities and resources uploaded to Google Classroom, including #wroxhamreading content for the younger year groups from Year 5 and 6
* Signposting to supportive resources for all children – both academic and social/emotional
 |  SLT – lead by TR | N/A   | Half termly review of Classroom useGovernor virtual visit in November |  All children able to access Google Classroom |