

**Catch Up funding 2020/21 – RECOVERY STRATEGY IMPACT**

The Government has allocated Catch Up Funding to all schools following the missed time in school due to Covid’19. This funding is ring fenced as a contribution towards initiatives which will support pupils to catch up on missed learning. We have developed a funding plan for this academic year to ensure that this funding is utilised effectively to increase the progress and attainment of all pupils.

The school receives the universal catch up funding totalling £21,600 and has successfully been accepted on the Oral Language intervention Programme for reception-aged children (NELI).

<b>£80 PER PUPIL CATCH UP FUNDING</b>	<b>£21,600</b>
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<b>Tiered Approach</b>	<b>Identified Barriers to Learning</b>	<b>Targeted Approach to Support Recovery</b>	<b>Estimated Cost</b>	<b>Actual Cost</b>	<b>Desired Outcome</b>	<b>Actual Outcome / IMPACT</b>	
<b>Wider Strategies</b>	<p>Some children, require additional provision to support with well-being. Sometimes children also need support with emotional and behavioural challenges. Levels of wellbeing and confidence impacts on levels of progress and attainment across the curriculum.</p> <p>Children will have had differing experiences during the COVID 19 pandemic, (particularly during school closure due to National Lockdown), some will not have left the family home for months or had limited contact with others.</p>	<b>School Counsellor &amp; Home/School Support Worker</b>	<p>Provision of a trained counsellor /Nurture Support Mentor to work with identified pupils with specific emotional needs which are creating a barrier to their learning (individual and group sessions). Following the increased need due to Covid 19, this provision has now been increased to 4 days a week.</p> <p>Support for parents through counselling, advice and home visits to improve relationships between home/school in order to improve educational outcomes for PPG children.</p>	<p>% of cost equivalent to 1 day per week £2899</p>	<p>% of cost equivalent to 1 day per week school councillor Sept-Feb / NSM Feb-July £4572.04</p>	<p>Social, emotional and mental health support for pupils and their families. Promoting well-being and readiness for learning.</p> <p>Pupils and families who are struggling with a variety of differing needs will be able to access specialist support.</p> <p>This will ensure that all pupils have the opportunity to make at least good progress, despite home life situations.</p> <p>Nurture groups will promote positive attitudes and enhance pupils’ self-efficacy.</p>	<p>During the last round of Pupil questionnaires: <b>97%</b> of pupils reported that there is ‘an adult at school I can talk to if something is worrying me’ with <b>94%</b> agreeing that ‘School encourages me to look after my mental health’ (5% did not answer)</p> <p>NSM has supported 57 pupils from across the school, either 1:1 or in small groups to support pupils’ social, emotional and mental health needs. NSM has reported all children have made excellent progress within these sessions.</p> <p>Teachers and parents reported that this intervention has supported children with their learning behaviour in the classroom and contributed to raised level of progress and attainment in relation to their individual starting points.</p>

	<p>Some families require additional support to improve attendance for their children, allowing them to access the full provision at school following school closure due to National Lockdown or for reasons where children/families are required to self-isolate due to NHS test and trace.</p>	<p><b>Educational Welfare Officer</b></p>	<p>Provision of a trained officer, through 'team EWO', to work with pupils and families to improve attendance in order to accelerate levels of progress and attainment.</p> <p>Support given to families to engage in remote education offer if required to self-isolate due to test and trace but not ill/have symptoms themselves.</p> <p>Support given to families to engage in remote education offer during National Lockdown.</p> <p>Support/advice provided for families 'stuck' abroad during National Lockdown, with limited internet access to engaging in remote education offer during National Lockdown.</p>	<p>% of EWO cost £1500</p>	<p>% of EWO cost £1500</p>	<p>Attendance will be improved for this group of learners, impacting positively on rates of progress and levels of achievement.</p>	<p>Whole school attendance to date 19/07/2021: <b>96.65%</b></p> <p>EWO has supported 9 families this year to improve their attendance. This has impacted positively on rates of progress and levels of achievement for this group of learners – enabling them to catch up/ maintain or improve levels of attainment.</p> <p>Immediate additional support was provided for pupils/families who struggled to access / engage with remote education during lockdown/bubble closures/self-isolation. This was through one of 4 ways:</p> <ul style="list-style-type: none"> <li>-offering/providing on site education where needed (during lockdown)</li> <li>-loaning devices – laptop/tablets</li> <li>-providing free Wi-Fi vouchers</li> <li>-providing hard copies/learning packs</li> </ul> <p>This additional support ensured that <b>100%</b> of pupils engaged in learning during lockdown/bubble closures. This impacted positively on rates of progress and levels of achievement for these pupils.</p>
<p><b>Targeted Academic Support</b></p>	<p>Many children have been affected during the COVID 19 pandemic and national lockdown.</p> <p>Limited access to internet, laptops and resources may have affected home school learning opportunities</p> <p>Many children have entered Reception with lower than average levels of Communication and Language skills and with lower than average levels of attainment in Prime areas and Reading, Writing and Maths</p> <p>Some KS1 children have returned to school following the National lockdown with lower than</p>	<p><b>Intervention Programme</b></p>	<p>Small group intensive interventions and booster sessions led by experienced senior teachers (Deputy/Assistant Head Teachers), focussing on Maths, Reading, Writing and Phonics skills.</p>	<p>% cost of salary £11,700</p>	<p>% cost of salary £11,700</p>	<p>Rapid gains for these groups of pupils, narrowing the gap between these groups and their peers, in comparison with their 2018-19 data/baselines.</p> <ul style="list-style-type: none"> <li>- Reception: At least 90% of pupils will make at least expected progress in these areas.</li> <li>- A higher % pupils will meet end of Key Stage expectations in Year Two compared to 2020 baselines/individual starting points.</li> <li>- A higher % of pupils will achieve the benchmark in the phonic screening test, compared 2020 baselines/ individual starting points.</li> </ul>	<p><i>Due to Covid-19 restrictions/guidelines and our school risk assessment, across year group interventions were unable to be offered from March 2021 due to school bubbles reducing in size to class bubbles only, therefore these interventions were adapted from March 21 or did not continue following the January 2021 lockdown. Children identified as requiring additional support were signposted to either an adapted bubble out of class intervention or specific in class interventions/additional support.</i></p> <p><u>Reception:</u></p> <ul style="list-style-type: none"> <li>-Moving handling: <b>100%</b> of pupils made at least expected progress</li> <li>-Reading: <b>96%</b> of pupils made at least expected progress</li> <li>-Writing: <b>91%</b> of pupils made at least expected progress</li> <li>-Number: <b>94%</b> of pupils made at least expected progress</li> </ul> <p><u>Year One:</u></p> <ul style="list-style-type: none"> <li>-Reading: <b>72%</b> of pupils achieved the end of Year One expected standard compared to 65% of pupils working at EXS at 2020 baseline</li> <li>-Writing: <b>79%</b> of pupils achieved the end of Year One expected standard compared to 39% of pupils working at EXS at 2020 baseline</li> <li>-Maths: <b>79%</b> of pupils achieved the end of Year One expected standard compared to 64% of pupils working at EXS at 2020 baseline</li> </ul> <p><u>Year Two:</u></p> <ul style="list-style-type: none"> <li>-Reading: <b>89%</b> of pupils met the end of KS1 expected standard compared to 81% of pupils working at EXS at 2020 baseline</li> <li>-Writing: <b>84%</b> of pupils met the end of KS1 expected standard compared to 66% of pupils working at EXS at 2020 baseline</li> <li>-Maths: <b>84%</b> of pupils met the end of KS1 expected standard compared to 80% of pupils working at EXS at 2020 baseline</li> </ul> <p><u>Phonics Screening Check:</u></p> <ul style="list-style-type: none"> <li>-<u>Year One</u> pupils did not complete the Phonics Screening check this year due to Covid-19</li> <li>-<u>Year Two</u> pupils completed the PSC in Year Two in Dec 20 (taken this year due to Covid-19 lockdown last year) 89% of pupils met the benchmark- a higher percentage compared to individual starting points.</li> </ul> <p>(Individual intervention breakdown can be found in the 'Intervention Tracking and Analysis' document.)</p>

	average levels of attainment in Reading, Writing and Maths or have regressed in particular areas of the curriculum.	Intervention Programme	Targeted small group/1:1 intensive interventions and booster interventions led by a specific Intervention teacher, to support children identified as having regressed/ returned or entered school with lower than average levels of attainment in Reading, Writing, Maths and Phonics, across the whole school. These will include: <ul style="list-style-type: none"> <li>- Phonics Groups</li> <li>- Writing Support Groups</li> <li>- Handwriting Groups</li> <li>- Maths support</li> <li>- Extra Reading on a 1:1/small group basis</li> <li>- Self-confidence and efficacy support for identified learners</li> </ul>	£14,980 % cost of salary	£14,980 % cost of salary S	Rapid gains for these groups of pupils, narrowing the gap between these groups and their peers, in comparison with their 2018-19 data/baselines. <ul style="list-style-type: none"> <li>- Reception: At least 90% of pupils will make at least expected progress in these areas.</li> <li>- A higher % pupils will meet end of Key Stage expectations in Year Two compared to 2020 baselines/individual starting points.</li> <li>- A higher % of pupils will achieve the benchmark in the phonic screening test, compared 2020 baselines/ individual starting points.</li> </ul>	<p><i>Due to Covid-19 restrictions/guidelines and our school risk assessment, across year group interventions were unable to be offered from March 2021 due to school bubbles reducing in size to class bubbles only, therefore these interventions were adapted from March 21 or did not continue following the January 2021 lockdown.</i></p> <p><i>Children identified as requiring additional support were signposted to either an adapted bubble out of class intervention or specific in class interventions/additional support.</i></p> <p><u>Reception:</u>  -Moving handling: <b>100%</b> of pupils made at least expected progress  -Reading: <b>96%</b> of pupils made at least expected progress  -Writing: <b>91%</b> of pupils made at least expected progress  -Number: <b>94%</b> of pupils made at least expected progress</p> <p><u>Year One:</u>  -Reading: <b>72%</b> of pupils achieved the end of Year One expected standard compared to 65% of pupils working at EXS at 2020 baseline  -Writing: <b>79%</b> of pupils achieved the end of Year One expected standard compared to 39% of pupils working at EXS at 2020 baseline  -Maths: <b>79%</b> of pupils achieved the end of Year One expected standard compared to 64% of pupils working at EXS at 2020 baseline</p> <p><u>Year Two:</u>  -Reading: <b>89%</b> of pupils met the end of KS1 expected standard compared to 81% of pupils working at EXS at 2020 baseline  -Writing: <b>84%</b> of pupils met the end of KS1 expected standard compared to 66% of pupils working at EXS at 2020 baseline  -Maths: <b>84%</b> of pupils met the end of KS1 expected standard compared to 80% of pupils working at EXS at 2020 baseline</p> <p><u>Phonics Screening Check:</u>  -<u>Year One</u> pupils did not complete the Phonics Screening check this year due to Covid-19  -<u>Year Two</u> pupils completed the PSC in Year Two in Dec 20 (taken this year due to Covid-19 lockdown last year) 89% of pupils met the benchmark- a higher percentage compared to individual starting points.</p> <p>(Individual intervention breakdown can be found in the 'Intervention Tracking and Analysis' document.)</p>																																																																																						
		Intervention Programme	Research based intervention/teaching programmes and resources used to deliver interventions delivered by intervention teacher/ TAs across the school, as detailed above and below. Hero Academy and Project X Reading Intervention programmes and texts White Rose Maths workbooks Big Writing Adventures	£1500	£1533.53	Rapid gains for these groups of pupils, narrowing the gap between these groups and their peers, in comparison with their 2018-19 data/baselines.	<p>See whole school data above.</p> <p><u>Catch up / Recovery data:</u></p> <table border="1" data-bbox="1344 925 2172 1165"> <thead> <tr> <th colspan="2" rowspan="2">YEAR ONE</th> <th colspan="4">% of cohort needing recovery intervention because they had regressed</th> </tr> <tr> <th>September</th> <th>December</th> <th>March 2021 (following National Lockdown 2021)</th> <th>July 2021</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>% of cohort</td> <td>23%</td> <td>8%</td> <td>21%</td> <td>11%</td> </tr> <tr> <td>% of PPG</td> <td>25%</td> <td>6%</td> <td>31%</td> <td>22% (4 children)</td> </tr> <tr> <td rowspan="2">Writing</td> <td>% of cohort</td> <td>45%</td> <td>17%</td> <td>15%</td> <td>7%</td> </tr> <tr> <td>% of PPG</td> <td>19%</td> <td>6%</td> <td>19%</td> <td>0%</td> </tr> <tr> <td rowspan="2">Maths</td> <td>% of cohort</td> <td>22%</td> <td>16%</td> <td>12%</td> <td>7%</td> </tr> <tr> <td>% of PPG</td> <td>19%</td> <td>19%</td> <td>19%</td> <td>6% (1 child)</td> </tr> </tbody> </table> <table border="1" data-bbox="1344 1197 2172 1436"> <thead> <tr> <th colspan="2" rowspan="2">YEAR TWO</th> <th colspan="4">% of cohort needing recovery intervention because they had regressed</th> </tr> <tr> <th>September</th> <th>December</th> <th>March 2021 (following National Lockdown 2021)</th> <th>July 2021</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>% of cohort</td> <td>4%</td> <td>2%</td> <td>6%</td> <td>1% (1 child)</td> </tr> <tr> <td>% of PPG</td> <td>0</td> <td>-</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="2">Writing</td> <td>% of cohort</td> <td>15%</td> <td>7%</td> <td>11%</td> <td>6% (5 children)</td> </tr> <tr> <td>% of PPG</td> <td>13%</td> <td>7%</td> <td>13%</td> <td>7% (1 child)</td> </tr> <tr> <td rowspan="2">Maths</td> <td>% of cohort</td> <td>5%</td> <td>2%</td> <td>16%</td> <td>5% (4 children)</td> </tr> <tr> <td>% of PPG</td> <td>0</td> <td>-</td> <td>27%</td> <td>7% (1 child)</td> </tr> </tbody> </table>	YEAR ONE		% of cohort needing recovery intervention because they had regressed				September	December	March 2021 (following National Lockdown 2021)	July 2021	Reading	% of cohort	23%	8%	21%	11%	% of PPG	25%	6%	31%	22% (4 children)	Writing	% of cohort	45%	17%	15%	7%	% of PPG	19%	6%	19%	0%	Maths	% of cohort	22%	16%	12%	7%	% of PPG	19%	19%	19%	6% (1 child)	YEAR TWO		% of cohort needing recovery intervention because they had regressed				September	December	March 2021 (following National Lockdown 2021)	July 2021	Reading	% of cohort	4%	2%	6%	1% (1 child)	% of PPG	0	-	0	0	Writing	% of cohort	15%	7%	11%	6% (5 children)	% of PPG	13%	7%	13%	7% (1 child)	Maths	% of cohort	5%	2%	16%	5% (4 children)	% of PPG	0	-	27%	7% (1 child)
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		<p><b>Intervention Programme</b></p> <p>Targeted daily in-class and out of class interventions led by a TA directed by the Early Years Team Leader/intervention leader, to support children who entered reception with lower than average levels of attainment in Prime areas and Reading, writing and Maths with a varying range of needs and abilities, across Reception. These will include:</p> <ul style="list-style-type: none"> <li>- Fine and gross motor skills including mark making skills (Moving &amp; Handling)</li> <li>- Phonics</li> <li>- Counting and basic number skills</li> <li>- Speaking and Communication (including "Bucket" and "Time to Talk" groups)</li> <li>- Social communication/Friendship/Independence skills (Health &amp; Self Care)</li> </ul>	£4875	£4875	<p>Rapid gains for these groups of pupils, narrowing the gap between these groups and their peers, in comparison with their 2018-19 data/baselines.</p> <ul style="list-style-type: none"> <li>- Reception: At least 90% of pupils will make at least expected progress in these areas.</li> </ul>	<p><u>End of Reception Data:</u></p> <ul style="list-style-type: none"> <li>-Moving handling: <b>100%</b> of pupils made at least expected progress</li> <li>-Reading: <b>96%</b> of pupils made at least expected progress</li> <li>-Writing: <b>91%</b> of pupils made at least expected progress</li> <li>-Number: <b>94%</b> of pupils made at least expected progress</li> <li>-Speaking: <b>97%</b> of pupils made at least expected progress</li> <li>-Listening &amp; Attention: <b>98%</b> of pupils made at least expected progress</li> <li>-Health &amp; Self-care: <b>97%</b> of pupils made at least expected progress</li> <li>-Making Relationships: <b>97%</b> of pupils made at least expected progress</li> </ul>
		<p><b>Intervention Programme</b></p> <p>Targeted intervention delivered by specifically trained TAs to support children who have entered reception with a lower than average level of attainment in language and communication. All children have been screened and identified children will receive this specific targeted 20-week intervention from the Spring Term.</p>	£0	£0	<p>Rapid gains for these groups of pupils, narrowing the gap between these groups and their peers, in comparison with their 2018-19 data/baselines.</p> <ul style="list-style-type: none"> <li>- Reception: At least 90% of pupils will make at least expected progress in these areas.</li> </ul>	<p><u>Reception Whole Cohort Data:</u></p> <ul style="list-style-type: none"> <li>-Listening &amp; Attention: <b>98%</b> of pupils made at least expected progress</li> <li>-Speaking: <b>97%</b> of pupils made at least expected progress</li> <li>-Understanding: <b>98%</b> of pupils made at least expected progress</li> </ul>
		<p><b>Additional resources/teaching programmes</b></p> <p>Specific researched resources purchase and utilised highly effectively to support children to make accelerated progress in specific areas of the curriculum, identified as skills/knowledge that had been missed or affected due to National lockdown.</p> <p>Nelson Handwriting Scheme</p>	£500	£495.55	<p>Improved handwriting and fine motor skills for all pupils.</p>	<p><u>Reception:</u></p> <ul style="list-style-type: none"> <li>-Moving handling: <b>100%</b> of pupils made at least expected progress</li> </ul> <p>Improved handwriting and fine motor skills for all pupils across the school.</p>

	<b>Additional Reading 1.1</b>	<p>Provision of a volunteer/s to support and actively teach reading to those who may not read regularly at home. This is to supplement reading opportunities already offered within the school day.</p>	£0	£0	<p>Improved levels of confidence and enthusiasm in reading, impacting positively on progress and attainment in this area.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #003366; color: white;">YEAR ONE</th> <th colspan="4" style="background-color: #003366; color: white;">% of cohort needing recovery intervention because they had regressed</th> </tr> <tr> <th colspan="2"></th> <th style="background-color: #003366; color: white;">September</th> <th style="background-color: #003366; color: white;">December</th> <th style="background-color: #003366; color: white;">March 2021 (following National Lockdown 2021)</th> <th style="background-color: #003366; color: white;">July 2021</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">% of cohort</td> <td></td> <td style="background-color: #e6f2ff;">23%</td> <td style="background-color: #e6f2ff;">8%</td> <td style="background-color: #e6f2ff;">21% <small>(Only 9 of the 18 children in March were from the original September regression group)</small></td> <td style="background-color: #e6f2ff;">11%</td> </tr> <tr> <td style="background-color: #e6f2ff;">% of PPG</td> <td></td> <td style="background-color: #e6f2ff;">25%</td> <td style="background-color: #e6f2ff;">6%</td> <td style="background-color: #e6f2ff;">31% <small>1 out of the 5 PPG children in March were from the original regression group</small></td> <td style="background-color: #e6f2ff;">22% (4 children)</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #003366; color: white;">YEAR TWO</th> <th colspan="4" style="background-color: #003366; color: white;">% of cohort needing recovery intervention because they had regressed</th> </tr> <tr> <th colspan="2"></th> <th style="background-color: #003366; color: white;">September</th> <th style="background-color: #003366; color: white;">December</th> <th style="background-color: #003366; color: white;">March 2021 (following National Lockdown 2021)</th> <th style="background-color: #003366; color: white;">July 2021</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">Reading</td> <td style="background-color: #e6f2ff;">% of cohort</td> <td style="background-color: #e6f2ff;">4%</td> <td style="background-color: #e6f2ff;">2%</td> <td style="background-color: #e6f2ff;">6% <small>(Only 2 of the 5 children in March were from the original September regression group)</small></td> <td style="background-color: #e6f2ff;">1% (1 child)</td> </tr> <tr> <td></td> <td style="background-color: #e6f2ff;">% of PPG</td> <td style="background-color: #e6f2ff;">0</td> <td style="background-color: #e6f2ff;">-</td> <td style="background-color: #e6f2ff;">0</td> <td style="background-color: #e6f2ff;">0</td> </tr> </tbody> </table> <p>Teachers reported they had observed children's levels of confidence and enthusiasm in reading had improved, impacting positively on progress and attainment in this area.</p> <p><i>Due to Covid-19 restrictions/guidelines and our school risk assessment, volunteers were unable to support in school from March 2021, therefore this intervention did not continue following the January 2021 lockdown. Children identified as requiring additional Reading support were signposted to specific in class interventions/additional support.</i></p>	YEAR ONE		% of cohort needing recovery intervention because they had regressed						September	December	March 2021 (following National Lockdown 2021)	July 2021	% of cohort		23%	8%	21% <small>(Only 9 of the 18 children in March were from the original September regression group)</small>	11%	% of PPG		25%	6%	31% <small>1 out of the 5 PPG children in March were from the original regression group</small>	22% (4 children)	YEAR TWO		% of cohort needing recovery intervention because they had regressed						September	December	March 2021 (following National Lockdown 2021)	July 2021	Reading	% of cohort	4%	2%	6% <small>(Only 2 of the 5 children in March were from the original September regression group)</small>	1% (1 child)		% of PPG	0	-	0	0
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<p>Some families lack the resources to enable to support their young children's learning effectively at home.</p> <p>Many children will have been affected during the COVID 19 pandemic. Limited access to internet, laptops and resources during school closure due to National Lockdown, may have affected home school learning opportunities.</p>	<b>Home-School Learning Packs</b>	<p>All children will be given a home-school learning pack, including basic equipment to support learning at home including pencils, Maths books, Writing book, a whiteboard and pen, counting equipment and support tools, phonics flash cards, word cards and books.</p> <p>If required to self-isolate due to test and trace/ their school 'bubble' closing, full school closure or a local lockdown, all children will receive home leaning packs and provision will be made for those who do not have internet access.</p>	£800	£925.27	<p>Children and their families will have the necessary and basic equipment to practise and consolidate key concepts and skills learned throughout the school day, particularly in reading, writing and maths.</p> <p>This will lead to improved outcomes for this group of learners and increase their rate of progress, narrowing the gap between them and their non-digitally disadvantaged peers.</p>	<p>Home School Learning packs were provided for all children across the school. During partial school closure/bubble closure/self-isolation, remote learning packs were provided – this enabled all children to access the school curriculum and complete home learning.</p> <p>This support led to improved outcomes for learners (see above whole school data and catch up data)</p>																																																
	<b>Device Loans</b>	<p>Children identified as digitally vulnerable as their parents have notified that they do not have access to a device/do not have appropriate time to access a shared device/not enough devices to ensure consistent learning in the home. These children will receive a device (tablet or laptop) loaned by the school.</p> <p>Children who have no access/ not enough adequate access to Wi-fi/internet will be provided with BT wi-fi hotspot vouchers.</p>	<p>£0- devices were repurposed ones not currently used in school</p> <p>£0 - School have applied for and successfully received 20 BT Wi-Fi voucher codes from BT</p>	<p>£0- devices were repurposed ones not currently used in school</p> <p>£0 - School have applied for and successfully received 20 BT Wi-Fi voucher codes from BT</p>	<p>Children and their families will have the necessary and basic equipment to practise and consolidate key concepts and skills learned throughout the school day, particularly in reading, writing and maths.</p> <p>This will lead to improved outcomes for this group of learners and increase their rate of progress, narrowing the gap between them and their non-digitally disadvantaged peers.</p>	<p>To ensure that barriers to digital access were overcome for all groups of pupils, the school loaned laptops/tablets to pupils who did not have access to an appropriate device– this enabled all children to access the school curriculum and complete home learning.</p> <p>The school also provided BT Wi-Fi Hotspot vouchers to those families who did not have access or adequate access to Wi-Fi. This enabled them to access remote learning.</p>																																																

<b>Teaching</b>	<p>Many children have been affected during the COVID 19 pandemic and national lockdown.</p> <p>Limited access to internet, laptops and resources may have affected remote education opportunities.</p> <p>Many children have entered Reception with lower than average levels of Communication and Language skills and with lower than average levels of attainment in Prime areas and Reading, Writing and Maths</p> <p>Some KS1 children have returned to school following the National lockdown with lower than average levels of attainment in Reading, Writing and Maths or have regressed in particular areas of the curriculum.</p>	<b>CPD / Mentoring / Coaching</b>	<p>Curriculum reviewed and catch-up curriculum implemented. Regular monitoring of subjects by Subject leaders to ensure that teaching is of high quality and this practice is being shared regularly across school. CPD/ coaching provided in specific identified areas.</p> <p>CPD/staff training included:          -Phonics          -Metacognition          -Early Number          -Early Reading          -Music          -Art</p>	<p>£0 – internal CPD provided by school leaders/staff          Free virtual training sessions</p>	<p>£0 – in house training</p>	<p>Every child receives high-quality first teaching in every lesson, every day.</p> <p>Rapid gains for pupils who have regressed/ who entered/returned to school with lower than average levels of attainment, narrowing the gap between this group and their peers compared to baseline data and gaps due to missed learning during Covid-19 Lockdown school closure.</p>	<p>High quality staff CPD has had a positive impact upon the quality first teaching offered to all pupil and has consequently supported the progress and attainment of all pupils across the school.</p>																																											
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<p>The amount received by the school is subsidised by the school's budget so that the best possible opportunities for all children who have either regressed following National Lockdown/entered Reception at a lower level of attainment, is provided. This enables children to catch-up and fulfil their full potential and achieve their best.</p>		<p><b>Estimated Total = £38,754</b></p>																																																
		<p><b>Actual Total = £40,581.39</b></p>																																																
		<p><b>Catch-Up Funding received = £21, 600</b></p>																																																
		<p><b>Cost covered by school = £18,981.39</b></p>																																																

\*Catch up funding is reviewed regularly and updated accordingly to reflect current need/latest guidance.