



## Catch Up Funding (Covid 19)-Carlisle infant School

The government has allocated approximately £80 per pupil to support catch up initiatives following the opening of schools. The information below provides information of where this money will be targeted and the intended impact.

<b>Total number of pupils on roll (Autumn census)</b>	254	<b>Catch up allocation</b>	£20336.51
<b>Proportion of PPG pupils</b>	37	<b>Publish date</b>	November 2020
<b>Proportion of SEND pupils</b>	15	<b>Review date</b>	April 21
<b>Lead</b>	Zoe Brittain David Wells	<b>Governor Monitoring</b>	Achievement and Families Committee to monitor

### Priority areas for catch up funding (School Development Plan)

<b>Phonics</b>	<b>Reading</b>
<b>Emotional Wellbeing/Resilience/Behaviour</b>	<b>Writing</b>

This plan will be reviewed April 2021 following the full return of all children on 8<sup>th</sup> March.



Quality teaching, staffing and professional development				
<b>Action/ approach</b> <i>(what we are going to do and rationale for this)</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what data we are going to look at and how often)</i>	<b>Cost</b>	<b>Impact</b> <i>(how we will recognise success)</i>
Quality First Teaching supported by evidence-informed CPD for teachers and support staff.	CPD sessions to focus on: Rosenshine’s principles Retrieval practice Inclusive classrooms Interventions Effective use of TAs Formative assessment Mental health and wellbeing  TA CPD to include Colourful Semantics Precision teaching	Learning walk /lesson observations, book looks for identified children CPD survey for staff By April 1 <sup>st</sup>  Intervention data Quality assurance drop ins	In house CPD Precision teaching by EP  Mental health and wellbeing through Trailblazer project	Pupil data/learning shows gaps are narrowing over time  Return to school is calm and prioritises mental wellbeing, children respond positively to being back in school



Targeted Intervention				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<p>'Close the gap' in attainment in phonics for targeted pupil groups.</p> <p>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.' EEF</p>	<p>TA (AP) NJC Scale 4 Point 10 Hrs per week- Year 1 and Year 2 phonics intervention group set up. AO to plan sessions with support from DW as needed.</p>	<p>Initial assessment for phonic interventions Tracking data from interventions and pupils learning in class as well as during intervention session</p>	<p>£3781(cost for YR/1/2 TA)</p>	<p>Phonics gaps in children's knowledge will be closed and this will be evident in reading and writing.</p> <p>Review – Phonic Screening Assessments w/c May 24<sup>th</sup> 2021</p>
<p>Daily 1:1 reading with targeted children in Year 1/Year 2</p> <p>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'. EEF</p>	<p>PPG children and others identified as needing additional support KH/MG to provide support x 3 sessions per week</p>	<p>Initial reading assessment Home school reading diary Tracking data from 1:1 sessions</p>	<p>Reading PM Benchmark Assessment kit £525</p>	<p>By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress</p> <p>Review – PM Benchmark Assessments w/c May 24<sup>th</sup> 2021</p>



<p>Additional support for development of PSED fine &amp; gross motor skills (R-Yr1)</p>	<p>TA (AP) NJC Scale 4 Point 5 Hrs per week-PD/ PSED. LH to plan sessions for TA to deliver.</p>	<p>Initial assessment for interventions Tracking data from interventions and pupils learning in class as well as during intervention session</p>	<p>Part of £3781 cost shown above</p>	<p>By prioritising the development of PSED and fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.</p> <p>Review – Progress Assessments w/c May 24<sup>th</sup> 2021</p>
<p>Access to technology <i>'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</i> EEF</p>	<p>Mathletics and Spelling Shed/Bug Club sessions in school for identified pupils.</p> <p>Home learning support parent workshop</p>	<p>Mathletics and Spelling Shed trackers used to show progress</p>		<p>By ensuring that children have access to quality maths and spelling practise at home and in school, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.</p>



Attendance, wellbeing and engaging with parents				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
Wellbeing support	Supporting emotional wellbeing workshop-through Trailblazer project	Parent and pupil surveys		Return to school is calm and prioritises mental wellbeing, children respond positively to being back in school
Supporting learning at home- <i>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'</i> EEF	The purchase of additional phonic reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules.  Research March 21	Home school reading diary Tracking data from guided reading sessions	£1000 approx.	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.  Review – Progress Assessments w/c May 24 <sup>th</sup> 2021