

Summary Information			
Arkholme C of E Primary School		Academic Year 20-21	
Total catch-up premium	£6,800	Number of pupils	98 (including nursery)
Guidance			
Funding Allocations			
School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil from reception to year 11 inclusive.			
Payments			
Schools will get funding in 3 tranches:			
1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.			
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.			
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.			
For mainstream schools, the 4 to 11 pupil headcount from the October 2020 census will be used.			
Similar to the pupil premium, schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to schools’ baselines in calculating future years’ funding allocations.			
The approaches detailed in this plan supplement school improvement actions and strategies already planned for 2020-21 (based on EEF recommendations).			
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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.			
While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.			
To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.			
To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.			
Accountability and monitoring			
School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.			
Governors and trustees should scrutinise schools’ approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.			

During lockdown the school worked hard to maintain a broad and varied curriculum, however, it is inevitable that remote learning has left gaps in learning for some children. This is confirmed by baseline assessments undertaken by teaching staff.
The EEF recommend targeting support through **Quality First Teaching, Targeted Academic Support and Wider Strategies.**

Quality First Teaching (Autumn 2020) Actions	Intended Outcomes
For the first half of the autumn Term, children will remain in their current year groups until October half term.	Children remain with staff that know the children well and will be best to gauge changes in academic attainment and health and well-being. Knowledge based assessments of children undertaken.
The Key stage one cohort to be taught core curriculum subjects separately in a morning.	Targeted focus on teaching of phonics, reading, writing and maths skills. Needs of children are best met given strengths within Year 2 cohort and identified needs within Year 1 cohort. Children will be working on the appropriate skills and knowledge for their particular year group.
Baseline assessment carried out in reading, writing and maths in each class. Teachers to identify children who they feel have gaps in core learning	Children identified quickly and targeted support put in place
Targeted Academic Support (Autumn 2020) Actions	Intended Outcomes
Additional teaching assistants appointed to commence after October half term	Identified children receive regular 1:1, small group targeted support to help close gaps in learning. Thus enabling children to make good progress from their baseline assessment.
Wider Strategies (Autumn 2020) Actions	Intended Outcomes
Ensure good levels of communication channels between parents and school to include teacher email contact, remind service, weekly newsletter, telephone	Parents are kept informed and good contact is maintained between school and families
Ensure pupils have access to technology by loaning laptops to families in need	All children are able to access remote learning
Purchase of 10 Google chrome books	Increased support for in school learning
Secure emotional support for children with identified anxieties – Bounce Forward	Children have weekly sessions to talk about and support emotional health and well being
Catch up funding received £1,540	Additional expenditure from school budget £1479 p/m for Year 1 Teacher

Quality First Teaching (Spring 2021) Actions	Intended Outcomes
In line with government raised expectations for home learning, school to introduce daily live learning sessions for children accessing remote learning at home	Daily interaction with class teachers to maintain high levels of engagement in learning
Subject leaders to lead live learning sessions of an afternoon. Subjects covered to include: Art, P.E., Science, Geography, Music and PSHE	Maintaining as broad and varied curriculum as possible for all children.
On return to full opening teaching staff to repeat baseline assessment in reading, writing and maths in each class.	Children identified quickly and targeted support put in place
Teaching staff to review their class curriculum	Key learning objectives are identified and become a focus for future learning.
Teachers use ready to progress materials to identify key teaching for progression	Focused targeted teaching enables children to progress in key aspects of learning
Targeted Academic Support (Spring 2021) Actions	Intended Outcomes
Appoint additional temporary teaching assistants to support KS2 children for the second half of spring term	Identified children receive regular 1:1, small group targeted support to help close gaps in learning. Thus enabling children to make good progress from their baseline assessment.
Intervention packages like IDL reintroduced on a daily basis	Children make good progress in phonic, spelling and reading skills
Wider Strategies (Spring 2021) Actions	Intended Outcomes
Ensure good levels of communication channels between parents and school to include teacher email contact, remind service, weekly newsletter, telephone	Parents are kept informed and good contact is maintained between school and families
Ensure pupils have access to technology by loaning laptops to families in need	All children are able to access remote learning
Teaching staff to have regular 'zoom' or phone contact with parents who are finding remote learning challenging	Parents are best supported in helping their child to engage in remote learning
Catch up funding received £2,430 Additional temporary TA costs £2113.12	Additional expenditure from school budget £1479 p/m for Year 1 Teacher

Quality First Teaching (Summer 2021) Actions	Intended Outcomes
In line with government raised expectations for home learning, school to introduce daily live learning sessions for children accessing remote learning at home	Daily interaction with class teachers to maintain high levels of engagement in learning
Teaching staff to prioritise key teaching with Foundation subjects	Skills required for progression within subjects are identified and taught to enable future progression within subjects.
On return to full opening teaching staff to repeat baseline assessment in reading, writing and maths in each class.	Children identified quickly and targeted support put in place
Teachers use ready to progress materials to identify key teaching for progression	Focused targeted teaching enables children to progress in key aspects of learning
Targeted Academic Support (Summer 2021) Actions	Intended Outcomes
Teaching Assistant timetable reviewed and amended and additional temporary teaching assistants allocated to KS2	Consistent TA staff are best able to support Identified children in regular 1:1, small group targeted learning. Assessment is robust as intervention and support is delivered from consistent members of staff with the support of temporary staff
Intervention packages like IDL reintroduced on a daily basis	Children make good progress in phonic, spelling and reading skills
Wider Strategies (Summer 2021) Actions	Intended Outcomes
Ensure good levels of communication channels between parents and school to include office email contact, remind service, weekly newsletter, telephone	Parents are kept informed and good contact is maintained between school and families
Ensure pupils have access to technology by loaning laptops to families in need	All children are able to access remote learning
Provide specific emotional/health/well-being support for identified EYFS children. Provide specific emotional health/well-being support for Year 5/6 pupils.	Identified children develop secure sense of self and greater emotional resilience
Review drop off and collection procedures	Parents access school grounds to allow for greater connection and communication between parent/school
Catch up funding expected £2,830 Additional Temporary KS2 TA costs: £2587.50	Additional expenditure from school budget £1479 p/m for Year 1 Teacher

Procedures for Monitoring Actions	Procedures for monitoring Impact
Regular staff meetings to discuss current initiatives and impact of these. Pupil progress meetings Informal /formal discussions with staff	Assessments carried out will show progress of targeted children. Observations of classes to be carried out in Spring and Summer terms Mid- term appraisal review Pupil progress meetings

Intended Impact (see overall target)
Children in school will make at least good progress towards year group expectations. Progress from initial baseline assessment throughout the year will be good.