

Elveden C of E Primary Academy 'Catch Up Funding' Spending Plan 2020-21

Catch up funding 2020-21	£80 x 85=	£6800 (2019 Census figures)
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Area	Actions/Purpose	Costs/ Resources	Impact
Teaching			
Professional Development	<p>To ensure all staff have the skills knowledge and understanding to support children academically, mentally and physically (Quality first teaching). Implement a wide range of INSET/CPD, depending on any partial closures.</p> <ul style="list-style-type: none"> • See separate CPD information on Pupil Asset • Provide CPD opportunities throughout summer/Autumn term to staff. • Carefully planned induction days for new staff • Ensure that all staff are booked on RE training throughout the year to ensure expert level teaching • MC to attend Talk4Writing training as soon as this can happen • All staff have received training on T4W, Spelling, Phonics and Maths over lockdown • School have signed up to the National College for future CPD for all staff. 	£200	<p>December Staff have completed National College Training particular to their roles along with safeguarding/SEN/statutory premises training. The impact will be measured when children return.</p>
		£596	<p>March RE training attended by SG which has enabled her to drive RE remotely and support staff to plan RE Literacy week. Quality of RE remote teaching is strong and children can evidence their understanding of areas taught (see remote learning evidence). KS1 teacher has completed Talk4writing training which has had a positive impact on remote teaching of writing in KS1. Data Spring 2nd: Induction carried out for new staff so they are aware of current restrictions and guidance. SIAMS training re-scheduled for PD day (April) with governors due to attend. TAs have completed White Rose Maths Training during lockdown in preparation for children's return, impact will be measured in summer 2nd data.</p>
		£596	<p>July</p>
Curriculum	<p>Broad and balanced curriculum focussing on language acquisition.</p> <ul style="list-style-type: none"> • Begin our new term with a revised engaging and broad curriculum, which will include new extra-curricular activities and P.E lessons such as Multi skills, football, Boogie bounce and Dance. • ZM will make sure that there is a big drive 	Sports Premium Funding	<p>December Sports clubs ran during Autumn term initially, 35% of children participated in these and children entitled to FSM received these free of charge. Throughout school closures for COVID-19, we have continued to offer an array of remote physical activities by zoom. These have included Football skills with ITFC and Dance with Miss Tandi & Miss Laura. These activities have been mainly to keep our pupils active rather than working on specific skills. We have also promoted sports activities for all pupils, at school and at home, from YST and FHSSP. These sporting challenges have been recorded at home and at school and the shared on our social</p>

	<p>for fitness for September. Most Cluster sports fixtures will be virtually and the children will take part in a KS2 cross country & virtual athletics event. The new MUGA will be used to enhance our physical education deliver too. This will be an invaluable resource for both schools to use.</p> <ul style="list-style-type: none"> • Immersion days planned and virtual activities with Ancient House in Thetford. • Development of Poetry Project led by support staff, this will include resources from Oracy project and Voice 21. • Parental engagement : Squirrel class to have weekly Stay and Play sessions when guidelines allow, with a focus on S&L, phonics, reading, stories. To highlight the importance of developing language skills. 		<p>media platforms. The Whole school took part in a Dance Challenge with our partner school in Malawi. We raised money for our partner school, the children learnt a new dance routine and wellbeing of all children and staff was improved by coming together collectively.</p> <p>The MUGA has been used by the local community and is raising the profile of sport. It is yet to be used by other schools due to local restrictions.</p> <p>73% of the whole school is working at age related range in P.E. and 20% of whole school working towards their age related expectations. 1 x child is currently ungraded, as he is new to the school this month. We also have 7% of our school excelling in P.E.</p> <p>Immersion days with Ancient House have been delivered with KS1 and KS2, with children having the opportunity to experience a Kingdoms and Castles day, a Roman day and a Tudor day has been planned.</p> <p>Poetry project well underway with TAs taking ownership of this as part of their performance management. Children have had the opportunity to learn 1 poem a week, focusing on building word count, use of voice, performance and articulation in line with our vocabulary project.</p> <p>March</p> <p>Purchase of 'Complete PE 'to drive standards in PE and encourage children to self-assess against criteria with ipads. This has remote learning activities which have been shared with children working at home so that PE engagement remains high whilst they are at home.</p> <p>We have tracked engagement of remote PE: EYFS: 73%, KS1: 92%, LKS2: 91%, UKS2: 100%. This has been via online zooms/live sessions(Dance/multi skills).</p> <p>Oracy training attended by all staff with Forest Academy and the impact of this will be measured through practice when children return (observations/drop ins).</p> <p>July</p>
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<p>Blended Learning</p>	<p>Explore different online teaching and learning resources to ensure learning continues if COVID prevents all children being in school every day. Blended learning plan in place.</p> <ul style="list-style-type: none"> • Lexia for all • Purple Mash (including Monster Multiplication/Rockstars) • My Maths/Numberblocks for EYFS • Oak Academy • Chrome books available for families that cannot access online • Faith at home resources 	<p>£500 grant from Tesco for ipads</p>	<p>December</p> <p>Progress Students working Above, in or Below Year Level of Material (YLM). N-Year 6</p> <p>Start Current</p> <p>78 Students Updated Daily</p> <p>Sept '20: 51% below age related expectations. 49% at age related expectations</p> <p>Dec '20: 40% below age related expectations. 49% at age related expectations 12% above age related expectations</p>
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<p>Feedback and Assessment</p>	<p>To increase the effectiveness of feedback, cut workload and be prepared should there be further restrictions. Develop self-regulation in children and strategies for teachers improve the effectiveness of</p>	<p>December</p> <p>Feedback policy updated in line with Covid restrictions. Baseline assessments carried out in September to identify gaps (see data on PA). Booster sessions for Y1-Y6 attended up until Oct half term (98% attendance) when restrictions came into force. This will commence again when regulations allow.</p>								

	<p>feedback and reduce the need for staff to handle exercise books-feedback policy updated.</p> <p>To ensure no teaching time is lost. Staff will know the gaps, address these and move learning on.</p> <p>All teachers have communicated with parents by phone during summer and autumn term parents evening to identify specific gaps for children in their class, which was extremely effective. This partnership approach will continue to support children's learning.</p> <p>As soon as practical, a range of assessments to be used to identify gaps and standardised assessment in English and maths to identify children who will benefit from additional catch-up programme, interventions or tutoring.</p> <ul style="list-style-type: none"> • Phonics EYFS KS1 • Lexia All • PUMA (Maths) Y1-6 • GAPs (Y2-Y6) 	<p>£594 £180</p>	<p>Y1 Phonic screening 91% pass rate. Y2 recheck: 100% pass rate PUMA papers purchased to assess where children are and support spring term planning. See phonics and Maths autumn term data below.</p> <p>March Pupil progress meetings carried out to identify barriers and next steps. We have a comprehensive assessment and feedback evidence from January 2021 on purple mash. These include written feedback, emails, voice notes etc. We are moving to google classroom (Feb 2021) and all children will be using this for any future bubble closures/isolation periods and home learning. GAPs papers purchased ready to use. Spring data to be added when children return.</p> <p>July</p>
<p>English Reading</p>	<p>To address gaps in reading due to partial school closures.</p> <ul style="list-style-type: none"> • Twice daily phonic sessions for EYFS/KS1 • Phonic videos on school website and Tapestry • Boosters (Y1-Y6) Aut 1st/Summer term-due to restrictions • Introduce FRED in partnership with EPIC Dads: This will be done once we can have parents back in school as part of weekly reading sessions in EYFS. • Additional phonic books so these can be taken home and quarantined before returning. • Large emphasis on new non-fiction and curriculum texts in Library re-vamp. 	<p>£600 per year CPD: £225 £927 Books purchased 2019-20</p>	<p>December Phonics taught twice a day in EYFS and KS1 to address gaps: Y1 phonic data is improving:</p> <p>Sept: Phase 2: 21% Phase 3: 36% Phase 4: 29% Phase 5: 0% Phase 6: 14%</p> <p>Dec: Phase 2: 0% Phase 3: 50% Phase 4: 0% Phase 5: 36% Phase 6: 14%</p> <p>Phonic videos available on website/facebook/Tapestry and promoted with parents. Boosters ran during autumn 1st (see data above)</p>

			<p>March Daily phonic sessions have continued remotely: Engagement : EYFS: 100% KS1: 96% Phonic Assessments to be carried out WB 8th March. Phonic interventions run remotely with children in small groups: 100% attendance. Children have been able to borrow library books and phonic books during the time they have been working from home. These are changed weekly to keep engagement of reading strong. Lexia certificates are given out in weekly celebration assemblies as levels are completed (data above).</p> <p>July</p>																																	
<p>Maths</p>	<p>To ensure all children have a solid understanding of all four number operations and address the gaps due to partial school closures.</p> <ul style="list-style-type: none"> To follow new White Rose plans which have accounted for the missed subjects. Home learning and Boosters to consolidate White Rose Maths using new Premium Resources. Introduce maths storybook and activity packs in EYFS/KS1 to provide further opportunities for children to learn from books, providing a clear focussed activity for an adult to use with children. Use Number blocks plans and resources 	<p>Purchased 19-20</p>	<p>December Staff follow the White Rose Maths revised plans and address gaps through revision sessions. Booster sessions attended by 98% of children. Maths storybook packs used in EYFS and number blocks resources:</p> <p>EYFS Maths data:</p> <p>Current Aspect Results Age-Bands (across Aspects) ELG Predictions</p> <table border="1"> <thead> <tr> <th>Autumn</th> <th>Total pupils (avg colour for each subject)</th> <th>Ungraded</th> <th>Below ARE</th> <th>Just Below ARE</th> <th>ARE -</th> <th>ARE</th> <th>ARE +</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Combined Min (based on lowest of subjects)</td> <td>15</td> <td></td> <td>2 13.3%</td> <td>5 33.3%</td> <td>3 20%</td> <td>4 26.7%</td> <td>1 6.7%</td> <td>13 86.7%</td> <td>8 53.3%</td> <td>1 6.7%</td> </tr> <tr> <td>Number</td> <td>15</td> <td></td> <td>2 13.3%</td> <td>5 33.3%</td> <td>3 20%</td> <td>4 26.7%</td> <td>1 6.7%</td> <td>13 86.7%</td> <td>8 53.3%</td> <td>1 6.7%</td> </tr> </tbody> </table> <p>Dec assessments: December PUMA Maths assessment:</p>	Autumn	Total pupils (avg colour for each subject)	Ungraded	Below ARE	Just Below ARE	ARE -	ARE	ARE +				Combined Min (based on lowest of subjects)	15		2 13.3%	5 33.3%	3 20%	4 26.7%	1 6.7%	13 86.7%	8 53.3%	1 6.7%	Number	15		2 13.3%	5 33.3%	3 20%	4 26.7%	1 6.7%	13 86.7%	8 53.3%	1 6.7%
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Targeted Academic Support

<p>Identify most appropriate intervention programmes, train staff and children to target.</p>	<p>Effective deployment of staff to provided targeted support for maximum impact to children with barriers/gaps in their learning.</p> <ul style="list-style-type: none"> • KS1 Phonics and Maths • KS2 Reading and Maths • Weekly interventions for Y6 • Nesy for KS2 • Clicker for KS1 and KS2 • NELI • Language link Language Links EYFS KS1/ NELI-EYFS (EEF) • SALT support • National tutoring programme: Reading and Maths for specific children in KS2 (Autumn and Spring term) • CISS support-social and emotional 	<p>£100 £600 £270 £525</p>	<p>December</p> <p>Boosters carried out (Y1-Y6) and Autumn term assessments demonstrate impact on teaching and learning.</p> <p>Nesy licences purchased for KS2 children and clicker purchased for KS1 and KS2. This has supported them to access English lessons and produce quality pieces of work.</p> <p>Language Link screening carried out for all EYFS and Y1 children. 3 children identified in EYFS as needing further support and 2 children in Y1.</p> <p>Programme will start in January.</p> <p>National Tutoring programme delivered for Y4 and Y6 children for reading and Maths. These children have made good progress against starting points and will continue for part of spring term.</p> <p>CISS package has supported 1 child through core package and the impact has been significant in providing the support needed.</p>
			<p>March</p> <p>Clicker and Nesy log ins sent home so children can continue to use these during remote learning. This has been extremely beneficial in supporting children to work independently without their teacher.</p>

			<p>Language Link programme delivered for those in school and those working remotely will begin in March. This is already having a positive impact on speaking and listening in EYFS.</p> <p>NELI training completed by TAs but it has been decided that this will be rolled out in September due to it being a 20 week programme. It is similar to Language Link so we will continue with this when children return and provide targeted support.</p> <p>National Tutoring programme complete for Y6 and Y4 (Opus reports to be sent). Y3 and Y5 groups have now started reading tutoring 3 times per week, this is currently being done remotely.</p> <p>CISS support continues with 3 children referred to the annual package. They are on the 1st cycle of plan-do-review.</p> <p>July</p>
Effective Use of Technology	<p>To motivate all children to communicate, to maximise learning, to cut workload and be prepared should there be further restrictions.</p> <ul style="list-style-type: none"> iPads and charging cupboard (EYFS) Chrome books available for families that cannot access online 	<p>£2594.17 (taken from ICT budget) (Grant-see above)</p>	<p>December</p> <p>Ipads and charging cupboard purchased for EYFS. Children can now participate in assessing their on learning and communicating this via Tapestry.</p> <p>Grant received to purchase chrome books in case of bubble closure.</p> <p>March</p> <p>Chrome books distributed due to partial school closure so children can access online remote learning, this has improved engagement of these children along with wi-fi vouchers.</p> <p>Google classroom training completed as part of the Ed Tech Demonstrator programme and all children and staff are now set up with google classroom accounts should they be needed if we have further school closures/ isolation periods etc.</p> <p>July</p>
	<p>To provide online learning access to all, to maximise learning, to cut workload and to be prepared should there be further restrictions.</p> <ul style="list-style-type: none"> Provide additional times for children to access online learning if not possible at home: Home Learning Club 		<p>Run by teachers on a rota once guidelines allow</p> <p>December</p> <p>Children are given time in school to access Lexia, My Maths if unable to complete at home. Staff monitor completion closely and support those children to access if they have not done so as part of home learning. This has increased engagement and over 90% of children complete home learning every week in every class.</p> <p>March</p> <p>Children have used devices in school if they have been on site and those without devices have been loaned them for remote use. Impact can be seen via work submitted on</p>

			Purple Mash and Treasured Memories.
			July
Wider Strategies			
Area	Actions/Purpose	Costs/ Resources	Impact
Transition back to school	<p>To support children and families on return to school.</p> <ul style="list-style-type: none"> Transition work using JIGSAW scheme which focuses on well-being, worries and feelings. As a school, we are going to start off with the Coronavirus recovery package for the first few afternoons, then move on to the 'Being Me in my world' plan for Autumn. Continuous provision resources to be purchased for EYFS and KS1 to take into account the experience children have missed during partial closures. Individual parent calls to discuss children's needs. Whole school wellbeing project in March to support children back to school. Books purchased for every child to facilitate this, so children are in a place where they are ready to learn. 	<p>£524</p> <p>£100</p>	<p>December</p> <p>JIGSAW purchase, CPD carried out for all staff and used as a whole school curriculum initiative to teach PSHE and RSE. Coronavirus recovery package delivered and this really helped staff identify how to support children emotionally in their return to school. From this counselling sessions were put in place along with wellbeing check ins and emotion stations.</p>
			<p>March</p> <p>Resources have been purchased to extend continuous provision into KS1 in light of what children need on their return to school. This will allow children the time to re-establish ownership of learning, develop socially and build stamina. CP has been carefully planned to allow both Y1 and Y2 children time to engage with this, taking into account what they have missed. Those in school have had opportunities to engage with this and it has helped to support with behaviour, attitudes to learning and vocabulary acquisition.</p>
			<p>July</p>
Social and emotional support and parenting support (wellbeing)	<p>Social and Emotional Literacy Support/Wellbeing</p> <p>To ensure early support is available to meet the needs of children displaying anxiety/trauma, SEMH.</p> <ul style="list-style-type: none"> Anna Freud have some great resources for teachers and parents to use -ZM will share 		<p>December</p> <p>A vast array of wellbeing resources have been shared with families and publicised on our website to support families as part of our Early Help Offer</p> <p>Parents evening held virtually and this allowed us to provide specific support for individual children based on needs. This fed into our catch up programme and this is evidenced in progress children made (see data). Counselling sessions for Ks2 children supported children with return to school, this work was completed and it was felt</p>

	<p>along with 'recovery resources' from PSHE forum.</p> <ul style="list-style-type: none"> • Individual phone calls to all parents in place of parents evening to discuss how children have settled and what support individual need. • Counselling-Counsellor working with KS2 children • Emotion stations in class. • TA to be trained as an ELSA. • Increase Forest School provision (consider how we can maximise the exposure for children) • Focus on school vision, values and aims as part of whole school Collective worship with a particular focus on building learning power. • Lego Therapy • Mental Health West Suffolk will be supporting us with bereavement, mindfulness and anxiety issues – this will be through resources for staff/ activities for Face book/ and virtual support. 	<p>£840</p> <p>£400</p>	<p>children had made good progress over the term. ELSA training complete which will support children moving forward.</p> <p>Forest school sessions carried out for all classes which enhanced mental health and wellbeing (evidenced through pupil perceptions and facebook).</p> <p>March</p> <p>Virtual parents evening-excellent feedback from parents (survey monkey) on remote learning and the support provided for children during lockdown.</p> <p>ELSA sessions carried out virtually or in school if possible (KS1 and KS2) the impact of this is ongoing.</p> <p>During partial school closures, we have used the Collective worship plans from the diocese focusing on Hope and Endurance. These have also been sent home and links added to facebook so children can participate at home.</p> <p>July</p>
	<p>Total</p>	<p>£6476</p>	<p>Further tutoring planned for Spring/summer : £393.75</p>