

This funding is for schools to use on specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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. Schools should use this document to help them direct their additional funding in the most effective way.

**Section 1: Contextual Information**

<b>School</b>	<b>Alverton</b>	<b>Total pupil number</b>	<b>307</b>	<b>Total catch up funding</b>	<b>£24640</b> Funding has been allocated as shown below; this will be reviewed in January / February 2021 and further allocations made.
<b>Identified priorities for catch up</b>			<b>Reason for selection of priority</b>		
<b>A</b>	<b>Upper Key Stage 2</b> To improve <b>reading</b> comprehension and fluency.	Initial assessments show that only 23% of Y5 pupils and 48% of Y6 are currently on track for reading. These assessments and lexile scores on Read Theory, on top of general observations of low vocabulary knowledge, lack of confidence in answering questions and low fluency in reading make this a priority, especially in Year 5.			
<b>B</b>	<b>Lower Key Stage 2</b> To ensure all “ <b>amber</b> ” children are well-supported to make the maximum progress possible. To raise standards in <b>reading</b> .	The Year 3 Cohort was already a focus pre-Covid and informal assessments at the end of KS1 were low. Combined with mixed engagement over lockdown, only 15% of children are currently assessed as on track for reading. Only 15% of Year 3 are currently on track for Maths. In Year 4, 39% are currently on track for Maths. Both cohorts also require support for writing but Maths will be addressed as our first priority.			
<b>C</b>	<b>Key Stage 1</b> To improve the % of children on track to <b>achieve EXS in core subjects</b> at the end of KS1.	Many ‘amber’ children will need targeted intervention in order to improve their chances of achieving end of KS1 standards. At the moment children on track to meet EXS is at a historic low (Reading 47.5%, Writing 35% and Maths 42.5%).			
<b>D</b>	<b>EYFS</b> To ensure that Reception pupils make at least expected progress in <b>reading</b> from their individual starting points.	We know that some children are not reading at home and want to ensure that a reading “gap” does not begin to grow. As we have been unable to have volunteer readers in school at the beginning of term, we have not yet been able to give reading the “push” it invariably needs.			
<b>E</b>	<b>Teaching and Whole-School Strategies</b> To enable all teachers to <b>assess pupils’ wellbeing and learning needs</b> . To <b>provide effective teaching, learning and support</b> for all pupils.	Accurate assessment helps teachers determine how to most effectively support their pupils.  Our early career teacher, who “missed” one of her NQT terms because of lockdown, will have additional opportunities to develop her practice.			
<b>F</b>	To ensure we provide effective <b>social and emotional support</b> for all children by identifying the support needed and assessing its impact.	Children need to be ready to learn; we will be able to identify the pastoral / social and emotional support that children need and ensure that our interventions are effective.			

## Section 2: Detailed Planning, Review and Evaluation

Priority A	Upper Key Stage 2 To improve <b>reading</b> comprehension and fluency.				TOTAL COST	£2700
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes <i>(success criteria)</i>	Action (by whom)	Reason for choice <i>e.g</i> <i>EEF Supporting great teaching</i> <i>EEF Targeted support</i> <i>EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review 1 Date: 6 December 2020	Final evaluation <i>(against success criteria)</i> Date: 22 January 2021
<p>To increase reading comprehension ability and lexile knowledge.</p> <p>To increase speed and fluency.</p>	<p>Teacher led individual / group reading, including direct teaching of retrieval, inference and prediction.</p> <p>Employ additional teaching support for 1 x pm (Y6) and 2 x pm (Y5) for group reading.</p>	<p>EEF Toolkit: Reading Comprehension Strategies, One to One Tuition, Small Group Tuition</p> <p>Data from recent assessments and lexile scores on Read Theory on top of general observations of low vocabulary knowledge, lack of confidence in answering questions and low fluency in reading, especially in Y5.</p>	<p>Records kept by intervention teachers.</p> <p>Discussions with teachers providing intervention.</p> <p>Teacher informal monitoring of volunteers and training provided if needed.</p> <p>Review of data.</p> <p>Pupil progress meetings.</p>	£2970	<p>Reading comprehension scores.</p> <p>Read theory scores.</p> <p>Ongoing assessments from intervention teachers.</p>	

<b>Priority B</b>	<b>Lower Key Stage 2</b> To ensure all “amber” children are well-supported to make the maximum progress possible. To raise standards in <b>reading</b> .				<b>TOTAL COST</b>	<b>£3820</b>
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>	
<b>Desired outcomes</b> <i>(success criteria)</i>	<b>Action (by whom)</b>	<b>Reason for choice</b> <i>e.g EEF Supporting great teaching</i> <i>EEF Targeted support</i> <i>EEF Wider strategies</i>	<b>Quality assurance of delivery</b>	<b>Cost</b>	<b>Progress Review 1</b> Date: 6 December 2020	<b>Final evaluation</b> <i>(against success criteria)</i> Date: 22 January 2021
% of pupils on track for reading has improved. % of “free readers” will have increased.	Employ additional teaching support for 2 x pm (Y3) for group reading for comprehension.	EEF Toolkit: Reading Comprehension Strategies, One to One Tuition, Small Group Tuition  Lack of adults has resulted in children being heard read less frequently and it is difficult to keep track of levels, check books are suitable and reward daily reading at home.	Records kept by intervention teachers. Discussions with teachers providing intervention. Teacher informal monitoring of volunteers and training provided if needed. Review of data. Pupil progress meetings. More children move through the bands more quickly and more children become free readers.	£2200	Reading comprehension scores. Ongoing assessments from intervention teacher. Increased % of “free readers”. Pupils progressing through book bands.	
Learning “gaps” for Amber children have been addressed in Maths and / or Writing.	Employ additional TAs to support Amber children in Y3 and Y4. Amber children to be identified after each Maths and / or English lesson and support provided to enable them to revisit and understand the content ready to move on in the next lesson.	EEF Toolkit: One to One Tuition, Small Group Tuition Although gaps are being addressed through whole class feedback and during teaching inputs, our amber children need next day support to ensure that gaps are plugged.	Ongoing review by class teachers. Records kept of interventions completed and evidenced in books. Monitoring and review from DHT. Pupil progress meetings.	£1620	Repetition of initial assessments. Ongoing assessments from class teachers. Feedback / records from TAs.	

Priority C	Key Stage 1 To improve % of children predicted to <b>achieve EXS in core subjects</b> at the end of KS1.				TOTAL COST	£3440
INTENT	IMPLEMENTATION				IMPACT	
Desired outcomes <i>(success criteria)</i>	Action (by whom)	Reason for choice <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	Quality assurance of delivery	Cost	Progress Review Date: 6 December 2020	Final evaluation <i>(against success criteria)</i> Date: 22 January 2021
To improve % of children on track to <b>achieve EXS in core subjects</b> at the end of KS1.	Employ an additional afternoon TA in each of the Y2 classrooms x3 per week (Mon, Weds, Thurs) to allow additional 1:1 / small group teaching / intervention with high priority 'amber' children. This would be a mixture of TA / Teacher-led depending on staffing.  Supply cover to allow 2 x pm teacher-led intervention (BC / JD).	EEF Toolkit: One to One Tuition, Small Group Tuition  Currently, the children on track to meet EXS is at a historic low (Reading 47.5%, Writing 35% and Maths 42.5%).	KS1 Lead and English Lead to deliver some interventions and oversee others delivered by TAs.  Records kept for interventions.	£3440	Increased % of pupils on track to achieve EXS in R, W and M.  Ongoing assessments of teachers (class and intervention).  Feedback / records from TAs.	

<b>Priority D</b>	<b>EYFS</b> To ensure that Reception pupils make at least expected progress in <b>reading</b> from their individual starting points.				<b>TOTAL COST</b>	<b>£1200</b>
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>	
<b>Desired outcomes</b> <i>(success criteria)</i>	<b>Action (by whom)</b>	<b>Reason for choice</b> <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	<b>Quality assurance of delivery</b>	<b>Cost</b>	<b>Progress Review</b> Date: 6 December 2020	<b>Final evaluation</b> <i>(against success criteria)</i> Date: 22 January 2021
>80% of pupils are reading Pink books by the end of the Autumn term.  All children will be blending (at varying levels).	Additional TA 4 afternoons each week to ensure all children read to an adult daily.	EEF Wider Strategies EEF Targeted Support  We know that some children are not reading at home and want to ensure that a reading “gap” does not begin to grow between those children who are supported well at home and those who are not.	KH to monitor impact through Phase Leader monitoring. Review of data. Pupil progress meetings.	£1500	Pupils progressing through book bands. Feedback / records from TAs.	

<b>Priority E</b>	<b>Teaching and Whole-School Strategies</b> To enable all teachers to <b>assess pupils' wellbeing and learning needs.</b> To <b>provide effective teaching, learning and support</b> for all pupils.				<b>TOTAL COST</b>	£3480
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>	
<b>Desired outcomes</b> <i>(success criteria)</i>	<b>Action (by whom)</b>	<b>Reason for choice</b> <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	<b>Quality assurance of delivery</b>	<b>Cost</b>	<b>Progress Review</b> Date: 6 December 2020	<b>Final evaluation</b> <i>(against success criteria)</i> Date: 22 January 2021
Accurate assessments enable teachers to determine how to most effectively support their pupils.	All teachers to undertake initial assessments for all pupils in English and Maths as well as health and wellbeing. All teaching staff are timetabled for a morning for assessment (CW). See table in SDP	EEF Covid-19 Support Guide for Schools: Teaching and Whole School Strategies	CW to collate initial assessment results. See table in SDP.	£1920	Assessment in place and informed interventions.	
Early career teacher continues to develop her practice.	Additional CPD mornings timetabled (CW). Appropriate courses attended (CW / VG).	EEF Covid-19 Support Guide for Schools: Teaching and Whole School Strategies	CW to meet with teacher.	£1560	Discussion, observation etc with RQT.	

<b>Priority F</b>	To ensure we provide effective <b>social and emotional support</b> for all children by identifying the support needed and assessing its impact.				<b>TOTAL COST</b>	<b>£900</b>
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>	
<b>Desired outcomes</b> <i>(success criteria)</i>	<b>Action (by whom)</b>	<b>Reason for choice</b> <i>e.g EEF Supporting great teaching EEF Targeted support EEF Wider strategies</i>	<b>Quality assurance of delivery</b>	<b>Cost</b>	<b>Progress Review</b> Date: 6 December 2020	<b>Final evaluation</b> <i>(against success criteria)</i> Date: 22 January 2021
The Bounce Together analysis tool is used to identify areas for support and analyse the effectiveness of our provision.	AC to undertake training. AC to introduce Bounce Together materials. Surveys / assessments to be used across the school with classes / groups / individuals to better understand children's needs and identify areas for support. Assessments to be used to measure impact of interventions / strategies.	EEF Toolkit: Social and Emotional Learning We have a successful system that enables us to highlight the most vulnerable children and give them support. This tool will enable us to monitor and assess the impact of this. It is now statutory to teach all children about mental health and wellbeing and can now track the development of all children and also better understand their needs.	Pastoral Lead to oversee arrangements. Data / assessment results.	£900	Children need to be ready to learn; we will identify the pastoral / social and emotional support that children need and be able to ensure that our interventions are effective.	