



# Forest Town Primary School

## Catch-Up Funding (Covid-19)

Kind  
 Adventurous  
 Persevere  
 Proud  
 Independent  
 Together

The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.	
<b>Total number of pupils on roll – Autumn census</b>	
<b>Catch Up allocation</b>	£30,000 (Approx.)
<b>Delivering the interventions</b>	Various in-school staff
<b>Publish date</b>	January 2021
<b>Review date</b>	April 2021, July 2021
<b>Lead</b>	Nicola Lomas
<b>Chair of Governors</b>	Brian Powell

Priority Areas for Catch Up Funding
<p><b>Priority 1 – Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>Targeted support for pupils to ensure that secure foundations are put in place, addressing lower than average starting points on entry</li> <li>Delivery of focused language intervention</li> </ul>
<p><b>Priority 2 – Targeted support for KS1 pupils</b></p> <ul style="list-style-type: none"> <li>One to one or small group tuition</li> <li>Phonics intervention to close gaps arising from lockdown period</li> <li>Resources to support blended learning for Y2 pupils in preparation for KS1 SATs</li> </ul>
<p><b>Priority 3 – Targeted support for KS2 pupils</b></p> <ul style="list-style-type: none"> <li>One to one or small group tuition</li> <li>Resources to support blended learning for Y6 pupils in preparation for KS2 SATs</li> </ul>
<p><b>Priority 4 – Enhance Reading provision across school</b></p> <ul style="list-style-type: none"> <li>Provide online reading resources so children are able to access quality texts linked to reading attainment</li> <li>Develop the library as a tool to support positive attitudes to reading</li> </ul>
<p><b>Priority 5 – Social, emotional and mental health support for pupils across school</b></p> <ul style="list-style-type: none"> <li>Develop understanding of pupils’ SEMH needs in order to provide nurture support</li> <li>Provide SEMH provision through adoption of a whole school approach</li> </ul>

## Catch Up Funding Initiatives

Priority	Chosen action and rationale	Cost (approx.)	Expected outcome	Monitored by	Timeline
1.1	<p>Additional TA in EYFS 0.5FTE</p> <ul style="list-style-type: none"> <li>Support for children as they transition to school following lockdown</li> <li>Development of language in child-initiated play</li> <li>1:1 and small group intervention</li> </ul> <p><i>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19 (EEF)</i></p> <p><i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. (EEF)</i></p>	£3,267	<p>Children will transition into school positively enabling them to access EYFS provision</p> <p>Time will be allocated to working with pupils during child-initiated learning time and as a result, children will use language more effectively</p> <p>Identified children will receive targeted intervention and as a result will make accelerated progress from their starting points</p>	RP	Autumn term
1.2	<p>Participation in Nuffield Early Language Intervention (NELI)</p> <p><i>The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial (EEF)</i></p>	N/A Government funded	<p>Targeted children will have improved vocabulary, listening and narrative skills</p> <p>These children will have made accelerated progress from their starting points in Communication and Language</p>	RP	Spring and Summer terms
2.1	<p>Additional TA 1.0 FTE in Y1</p> <ul style="list-style-type: none"> <li>Support for children as they transition back to school following lockdown, having missed a large proportion of their EYFS provision</li> <li>1:1 and small group intervention</li> <li>Targeted phonics intervention to close the gap from missed phonics teaching as a result of lockdown</li> </ul> <p><i>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19 (EEF)</i></p> <p><i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. (EEF)</i></p>	£19,698	<p>Children will transition into school positively enabling them to access KS1 provision, moving on from EYFS</p> <p>Identified children will receive targeted intervention and as a result will make accelerated progress from their starting points</p> <p>The majority of pupils will achieve age related expectations in phonics</p>	RP	Termly review
2.2	<p>Purchasing of CGP resources to support parents with learning in preparation for KS1 SATs</p>	£330	<p>Parents will have a practical resource they are able to access with their children</p>	RP	July'21

	<i>Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children (EEF)</i>		Children will have the opportunity to practice skills at home and school  Children are well prepared for statutory assessments and as a result are able to achieve their targets		
3.1	Allocated teacher time for targeted small group and one to one tuition in KS2 classes 0.6FTE  <i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.(EEF)</i>	£24,873	Children are targeted for interventions and these children make accelerated gains to compensate for the learning lost last year  Targeted children achieve ARE in Reading, Writing and/or Maths	CG	Termly review
3.2	Purchasing of CGP resources to support parents with learning in preparation for KS2 SATs  <i>Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children (EEF)</i>	£550	Parents will have a practical resource they are able to access with their children  Children will have the opportunity to practice skills at home and school  Children are well prepared for statutory assessments and as a result are able to achieve their targets	CG	July'21
4.1	Subscribe to an online reading library to be accessed at home and school (Big Cat)  <i>Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children (EEF)</i>	£999	EYFS and KS1 children have continued access to phonically decodable texts  All children have access to texts tailored to their reading attainment level  Reading outcomes show progress despite any periods of isolation or lockdown	RP	Spring and summer 2021
4.2	Develop the library and wider school as a reading environment	TBC	Pupils have a positive attitude towards reading and are keen to read  Pupil voice indicates that the school as a reading environment supports their love of books	RP	Summer 2021

5.1	<p>Purchase Boxall Profile online assessment tool to support assessment of pupils' SEMH needs</p> <p><i>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</i></p> <p><i>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress (EEF)</i></p>	£750 (over 2 years)	<p>Staff have accurate knowledge of pupils' SEMH needs and as a result provision is in place to support their needs</p> <p>Nurture provision is embedded in whole school practice</p>	CP	Termly review
5.2	<p>Purchase Motional as a whole school approach to SEMH alongside nurture provision</p> <p><i>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</i></p> <p><i>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress (EEF)</i></p>	£1,386	<p>Staff have accurate knowledge of pupils' SEMH needs and as a result provision is in place to support their needs</p> <p>Intervention is in place quickly enabling children to continue to engage positively in their learning</p>	HC	Spring and summer 2021