**Background**

The Government has announced that £1 billion of funding has been earmarked for schools to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time due to Covid-19.   Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. We have received £13900 for BS and £4200 for SD. Below is our action plan for how the funding will be spent.  This will be reviewed each term by Senior Leaders, governors and LSP representatives. (Wider strategies to support integration back into school after lockdown are outlined in the Federation RAPP (Raising Attainment and Progress Plan 2020/2021).

**Rationale**

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At BSSD Federation, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision. We believe that known adults working with individual/small groups of children will have the greatest impact on pupil well-being and progress. (This may also have a small benefit in reducing the spread of the virus i.e. existing staff working with pupils that they ordinarily work with on a day to day basis).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EEF recommended strategy** | **EEF rationale** | **Specific implementation at BSSD Federation** | **Cost** | **Expected impact** |
| Whole class teaching strategies including pupil assessment and feedback | ‘Great teaching is the most important lever schools have to improve outcomes for their pupils’.  ‘Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and  other school staff to provide effective support’. | If needed, additional release time for teachers for assessment/preparation tasks (on a request basis) plus additional time for teachers to plan one to one and small group tuition  Explore additional training for Assessment for Learning for all staff | BS 7 classes/teachers half day support is £600  SD 3 classes/teachers half day support is £250  (This may be needed again after 10-12 weeks support)  INSET day training Jan 2021 on Assessment for learning (all teaching/support staff) | By releasing teachers to plan support work, we expect children to have access to a personalised support programme to aid catch up in focused areas of English and maths |
| One to one and small group tuition | ‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ | Detail tbc but likely to include daily 1:1 reading with targeted children focusing on decoding (additional books purchased – see parent section)  Additional support for development of fine & gross motor skills (YR/Y1/Y2) | £15/hour x 3 hrs per week x 2 adults = £180 per week x 12 weeks = £1080  Nil – use of sports premium (if needed) and existing equipment/staff | By increasing targeted children’s time spent reading 1:1 to an adult, we expect to close gaps in reading progress.  By prioritising the development of 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. |
| Intervention programmes | ‘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’. | R.W.Inc Assisted blending and reading practise catch-up am/pm (tbc)  White Rose Maths – catch-up programme am/pm (tbc)  Teachers to specify small steps to support children  1 to 1 or small groups if appropriate – led by teacher or LSA | LSA costs £15/hour  (Teacher cost £40/hour at M6) | By additional phonics teaching (especially for younger children in YR to Y3) we expect to close gaps in phonic knowledge.  By providing maths and reading catch-up interventions for identified children in the mornings/afternoons, we expect to close the gaps in maths and reading. |
| Supporting parents/carers |  | The purchase of additional sets of R.W.Inc. 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. The purchase of ‘pre-reading’ Sound Blending Book Bag Books to use in Reception – enabling teachers to send single word books home for parents to practise with their children. The purchase of R,W,Inc. Phonics Kits for parents to enable additional catch-up learning to take place at home for those children with the largest gaps in reading and phonics | BS £2500 details tbc (ST)  SD £750 details tbc (ST)  Full additional set of all R,W,Inc. Book Bag books – bands Red through to Grey (ST to confirm). | By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, 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. |
| Access to technology | ‘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.’ | Easy access to online tasks  (initially one chrome book per class Y1 to Y6) | BS 6 x £200 = £1200  SD 3 x £200 = £600 | By xxxing xxxx, we expect…..  so that…. |
| Writing | Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.  Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.  Confidence of the pupils increases in writing. Children are able to write for greater lengths of time | Writing small group intervention in the afternoons for Y2 – 6 children to supplement class writing opportunities | £staff cost tbc |  |
|  | Spelling scheme  provides continuity and clarifies expectations  Year group spellings on website | ‘Spelling Shed’ scheme of work | BS £150  SD £50  (based on 83p per pupil) |  |
|  | Daily handwriting practice across the school (only for children identified as needing extra support in Y1 to Y6) ?tbc | Scheme of work linked to spellings? (tbc) | Unknown |  |