



Farnborough Grange Nursery and Infant School

Catch Up Funding Action Plan: 2020-2021

Anticipated allocation of funding for 2020-21: **£13,320** (£80 per pupil)

Summary of the catch-up priorities identified by the school:

1. To support children to catch up in key areas of learning. To improve levels of attainment with a view to increase the number of children reaching ARE through targeted interventions.
2. To support children's mental health and wellbeing by developing staff skills in mental health first aid and the delivery of Lego therapy.
3. To provide additional hours to facilitate staff in delivering interventions and supporting Quality First Teaching. Additional LSA hours to release SALT specialist to deliver more speech and language support.
4. To ensure sufficient practical learning resources are available to children in all year groups.

The school has considered the [EEF guidance](#) on the [Catch Up Premium](#), including the [National Tutoring Programme](#), in the compilation of this plan.

The Catch Up Premium will be used for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Activity	Finances allocated to the activity	Reasons and evidence for this area of activity/ approach/action	Summary of the activity including quantifiable details of the year groups and pupils' involved	Timescale – with milestones (if applicable)	How will the activity support pupils to catch up for lost teaching over the previous months?	How will this activity be monitored, when and by whom? How will the school measure the impact and effect of the expenditure?	Actual impact: How did the activity quantifiably impact on supporting pupils to catch up?
<p>1. To support children to catch up in key areas of learning. To improve levels of attainment with a view to increase the number of children reaching ARE through targeted interventions (Rapid Phonics, Hands-on Maths and Squiggle Wiggle)</p>	<p>£421.51 Rapid Phonics</p> <p>£45 Hands-on Maths</p> <p>£36 Squiggle Wiggle</p> <p>Total spent: £502.51</p>	<p>Children have gaps in learning due to not attending school, and therefore not receiving high quality teaching in an educational setting.</p>	<p>Interventions will be used to target chn working Below (B) or Well Below (WB) ARE:</p> <p>Year R: Literacy - 29 chn (B) Maths - 22 chn (B)</p> <p>Year 1: Reading -10 chn (WB) Writing – 10 chn (WB) Maths – 4 chn (WB) Phonics – 25 chn (WB)</p> <p>Year 2 Reading – 18 chn (WB) Writing – 17 chn (WB) Maths – 18 (WB) Phonics – 10 (WB)</p>	<p>Interventions will be purchased to be used in the Spring term. Evidence of impact should be seen in Spring term data collection and intervention trackers.</p>	<p>Evidence shows that 1:1 and small group teaching is an effective way of catching up learning in children whose gaps are the greatest.</p>	<p>Those who deliver interventions will keep notes of successes and next steps.</p> <p>Intervention trackers will record children's starting points and end points. This will be monitored by the SENCO and wider SLT.</p>	<p>Further lockdown occurred throughout the year, however in KS1, particular pupils were targeted to receive 1:1 Phonics and reading interventions remotely. This was successful for those who engaged with the extra learning opportunities given. Interventions for continued throughout the year, with a particular focus on rapid phonics in KS1 and Squiggle Wiggle in Year R. Results show that interventions have had some impact, though more will be seen next year as interventions are embedded and are fully used to support children's class-based learning.</p>

<p>2. To support children's mental health and wellbeing by developing staff skills in mental health first aid and the delivery of Lego therapy.</p>	<p>£644 Mental Health First Aid Training (2 people + cover to release teacher from class)</p> <p>£200 Lego Therapy Training (2 people)</p> <p>Total: £844</p>	<p>Increased referrals for ELSA support and lego therapy in autumn and spring terms show a need for further supporting children's mental health and wellbeing.</p>	<p>Training will be for staff and the impact will be seen across all year groups.</p>	<p>Spring term.</p>	<p>Increased wellbeing will enable children to be in the right place to be able to learn.</p>	<p>Data will be looked at by SENCO to see whether change in support has affected progress.</p>	<p>1 x EYFS teacher 1 x KS1 teacher Booked to go on Youth MHFA training. Children will be appropriately supported in a more immediate manner when dealing with difficulties with MH. Staff who received Lego Therapy training have run groups with children prioritised as needing support with communication skills/needing some additional focused adult time, since returning from lockdown. As a result, these children have built their resilience within learning and have now re-adapted to expectations within school. ELSA referrals have reduced, showing the impact of other pastoral interventions, as there is not such a need for Wave 3, 1:1 interventions.</p>
<p>3. To provide additional time to facilitate staff in delivering interventions</p>	<p>£5996 Additional LSA hours (5 x afternoons per week, 2 people)</p>	<p>Autumn term baseline data has shown a greater need for more interventions, however existing</p>	<p>Staff will be deployed across all classes, depending on the needs of the individual children.</p>	<p>Spring term</p>	<p>More hours for staff allows for more 1:1 and small group interventions to take place, which</p>	<p>Impact of interventions will be monitored by the SENCO and the wider SLT.</p>	<p>Adaptations made to plan due to changes in staffing. Recruitment of 1 full time LSA meant that SALT specialist was</p>

<p>and supporting Quality First Teaching.</p> <p>Additional LSA hours to release SALT specialist to deliver more speech and language support.</p>	<p>£3150 2 x days additional LSA to release SALT specialist</p> <p>Spent: £0</p>	<p>staff are already fully timetables. Having extra staff would allow greater flexibility in the running of these interventions, whether delivering them themselves, or releasing those who are trained in a specific area.</p>			<p>has been proven to have an impact on helping children to catch up on missed learning.</p>		<p>then released to focus on interventions. Changes to timetables and interventions selected for use meant that support staff had specific training delivered so that interventions could be delivered effectively. Timetable adjustments were also made to ensure that interventions were delivered consistently, without any missed opportunities. This supported the children in addressing their learning gaps, as reflected above.</p>
<p>4. To ensure sufficient practical learning resources are available to children in all year groups</p>	<p>£1000</p> <p>£362.34 – Lego therapy resources</p> <p>£255.72 – manipulatives for use in Literacy/Maths</p>	<p>Audits of resources across the school have been carried out which has shown a great shortage on manipulatives. Evidence shows that children who are kinesthetic learners need concrete materials when learning and applying a concept.</p>	<p>Maths manipulatives e.g. Dienes.</p> <p>Phonics resources e.g. mnemonics cards, playdough sounds etc.</p>	<p>Manipulatives will be purchased to be utilized in classrooms in the Spring term</p>	<p>Use of resources will enable staff to discuss concepts in hands-on ways to those children who have not understood the learning and need further support</p>	<p>Class teachers to ensure correct manipulatives are being used, overseen by the English and Maths curriculum leaders</p>	<p>Purchase of resources has meant that lego sets are available for children to use within Lego Therapy. A range of manipulatives purchased for use in KS1 means that children have opportunities for more 'hands-on', immersive learning, enhancing understanding as well as engagement, and therefore having an impact on learning.</p>

Additions to initial Catch-up Funding Plan

Due to a change in priorities, funding was released and then reallocated as below

<p>To ensure that children have opportunities to apply skills learnt within interventions.</p>	<p>£3930 – iPads plus cases</p>	<p>Within the Rapid Phonics package purchased, we also purchased online e-books which children can access at home. More exposure both at school and at home to appropriately pitched texts will improve outcomes.</p>	<p>As above; children working below, or significantly below ARE are being targeted for intervention. Purchase of iPads will be a tool used within interventions.</p>	<p>Summer term – continuing into Autumn 2021</p>	<p>Purchase of iPads will mean that more children can access e-books assigned specifically to them during the Rapid Phonics intervention.</p> <p>Other online tools for learning will also be more readily available and accessible for children.</p>	<p>Phase Leaders and subject leaders will monitor how iPads are being used across curriculum areas.</p> <p>SENDCo will review impact of interventions, as stated above.</p>	<p>Additional iPads mean that more children can access interactive, and child led opportunities for learning. e-Books in Rapid Phonics have been assigned to each child and log-ons have been shared so that children can access texts that are pitched at the appropriate level, both at school and at home.</p>
<p>To ensure teaching and learning in Phonics is robust and effective in ensuring all children make good progress.</p>	<p>£2725 (training) £4417 (resources) Read Write Inc Phonics</p>	<p>Half termly data collection throughout the academic year has shown evidence of a greater number of children not making expected progress. Analysis by SLT and English Leaders, as well as instruction given by the DfE, has identified a need for changes to be made to the current scheme being followed.</p>	<p>Leadership training for English Leaders, which will be rolled out to teachers and LSAs.</p> <p>Data as above.</p>	<p>Summer term – continuing into Autumn 2021</p>	<p>Studies of the chosen scheme have shown a strong focus on ‘keep up, not catch up’, addressing children who are not in line with expected levels and targeting them carefully. The DfE have validated the chosen scheme.</p>	<p>Class teachers will monitor progress of all children within their classes. English leaders and SLT will oversee this.</p>	<p>A more consistent approach to Phonics means that teaching, and therefore learning is stronger and is pitched appropriately to ensure progress at the right level. Having all of the specific resources for each class and Year group means that staff are prepared and lessons are efficient and effective in having impact on the children’s knowledge of Phonics and reading.</p>
<p>Total budget spent:</p>				<p>£13,036.57</p>			
<p>Total budget remaining for unforeseen circumstances (to be reviewed every half term):</p>				<p>£283.43</p>			