



Allocation of catch up funding spend

Based on guidance from the EEF document 'Covid Support Guide for Schools'

'This guide is designed to help teachers and school leaders support their pupils, by equipping them with an overview of relevant evidence. It is designed in particular to support and inform decisions about how to use catch-up funding announced in June 2020. Castle Hill Primary School has been allocated £9,614 for this financial year. This is based on £80 per pupil over one full year.

The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children.

It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.'

Teaching and whole-school strategies	Advice / assessment			Must consider how these elements will be measured
Aspect	Advice	School response	Cost	Impact
Supporting great teaching	Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.	We have ensured that all our classes are led by very experienced teachers. We will prioritise that they spend as much of the school timetabled day in the classroom focussing on good quality teaching. Class teachers will be allocated classes in September to maximise a smooth transition back to school. The Year 1 teacher will have worked with these children when they were in school when the school was partially open. The Year 2 teacher and Year 4 teacher taught the children the previous year before lockdown. The very experienced English lead has been positioned in Year 3 because of her expert knowledge in KS1 phonics as well as KS2 expectations and requirements. A vacancy in Year 6 has been filled internally by increasing a well established teacher's contracted hours. This will enable all teachers to be in a good position to assess their children's ability to recall what they know they have learnt through good questioning, quizzes and drip feed	UPS 3+ teachers in 5 out of 7 classes. TA time increased.	<ul style="list-style-type: none"> - Book Scrutiny - Pupil Voice - Termly Assessments - Pupil Progress Meetings - Parent Consultations - SEN Review - Baseline interventions and evaluating Impact - Prioritising phonics interventions with highly trained TA's.

		<p>– as well as what gaps need to be plugged. They will share an expert knowledge of the end of year expectations to be able to pace the learning with the aim that all pupils have the opportunity and the expectation of reaching ARE by summer 2021.</p> <p>-Questionnaires to parents to evaluate school's responses- additional office time.</p>		
	<p>Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.</p>	<p>CPD will be delivered through online methods to ensure opportunities are maximised to continue to work across our partnership with other schools in GSP.</p> <p>Staff meetings will take place weekly by staff meeting together but maintaining social distancing. This will enable the team spirit and sharing of ideas to continue as much is as safe to do so.</p> <p>The school staff acknowledge the need to upskill in order to blend learning when needed. This is timetabled into the programme of training through weekly staff meetings and an investment in IT resources and external training to support this.</p>	<p>£1K £700 Thrive</p>	<p>-Teachers continuing to develop their subject knowledge in order to deliver a broad and balance curriculum.</p> <p>-Specific CPD to address unprecedented needs has an impact on behaviour and learning.</p>
	<p>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.</p>	<p>Careful management of staff enables a training teacher to be paired in the class with a very experienced teacher for on the job training whilst waiting for her course to commence. Timetabling enables her mentoring time with a member of the SLT who has put a programme together allowing her to gain as much expertise as possible from other staff members.</p>	<p>£7K</p>	<p>-Ensuring future proofing the teacher profession by providing training when external providers are unavailable to come in.</p>
<p>Pupil assessment and feedback</p>	<p>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. For example, subject-specific assessments might be used to identify particular areas where pupils</p>	<p>Staff assessed the pupils early to identify their greatest needs. These were common across the school and included stamina, quality over quantity and independence. Teachers agreed a programme to best support this which included:</p> <ul style="list-style-type: none"> - Suspend Big Write temporarily until quality had been restored. To support this the English lead led a grammar and punctuation revision session for staff. - Intervention programmes would begin after half term. In the first half term the focus would be on ensuring pupils had the opportunity to read 	<p>Staff Meeting time to ensure both job shares can attend.</p> <p>£700 See Saw subscription.</p>	

	<p>have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p>	<p>everyday. A video was available on the website for parents to model good practice.</p> <ul style="list-style-type: none"> - The bottom 20% of pupils in each class were identified and a meeting with their parents was held outside, socially distancing to share the need for supporting the child. Workbooks were purchased that could be completed at home with the teacher supporting with praise and motivation. The objective being that should there be another period of home schooling the child completed work and the parent felt more confident delivering material that did not cause undue anxiety in the household. - Standardised Maths Assessments were purchased and completed in an agreed week at the beginning of term. They were marked and assessed as to how much knowledge the pupil had retained. They were then given back to the pupil a week before half term for the child to correct. The teacher remarked the paper in a different colour so a measure of progress could be measured as to what the pupil had now remembered. - The school is taking part in No More Marking so their assessments in writing can be compared to other schools. In Year 3 73% of the children were judged to be ARE using this method. This matched exactly the % TA had recorded for these children when in Year 2 and no formal end of Key Stage SATs could be completed. - All children completed a piece of writing in their 'Tracking Writing Progress Book'. Class and individual targets could be drawn from these. - Intervention programmes began after half term focussing on the children that now had gaps in their knowledge even after a half term of nudging and shuffling their memory. - Five ways to well-being 	<p>£1K workbooks</p>	<ul style="list-style-type: none"> -Parents sharing their responsibility for learning. -School working in partnership with the community because they can evidence what the children have learnt both at home and school. -Intervention programmes closely matched with tailored individual teaching in the classroom. - Measuring increased positive response from parents because they have the capacity to deliver the materials that they understand.
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<p>Transition support</p>	<p>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. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues, including between primary and secondary schools where possible</p>	<p>A school video was made and available on the website to support parents and new children understand how the school works to maximise the opportunities for all pupils. The feedback from this has been very positive.</p> <p>New children were not able to visit school in the summer term for their usual ‘taster days’. These are invaluable for both the teacher and parent. Therefore, they were successfully held in September, the week before the pupils actually started school. This gave the pupils an opportunity to familiarise themselves with the classroom, peers and their teachers. It gave parents an opportunity to understand our Risk Assessment and the organisation put in place.</p> <p>The Reception class teacher held coffee morning in groups of six so that families could meet and raise questions about life at school.</p> <p>The website has been used to provide guidance to parents as to how to use ‘Seesaw.’ This has been assessed regularly to ensure new parents are on board with using this platform for communication so that should we have to move to remote or blended learning they would be well equipped.</p> <p>The Reception teachers completed their own Baseline Assessment in order to inform them and the INCO about potential needs of individuals.</p> <p>The school has been successful in being chosen to take part in the NFER support programme for EYFS. This will begin in the new year and involve an daily intervention programme based around language and communication. An apprentice (Level 3 TA) has been appointed to provide additional support in early years to enable the more experienced TA to complete the programme.</p> <p>Attendance Officer pivotal in understanding family pressures.</p>	<p>£500 video</p> <p>£500 Additional time for Reception staff</p> <p>£3K Apprentice recruited to support class.</p>	<ul style="list-style-type: none"> - Prospective parent feedback - Number of children applying for places at the school is maintained. - Reception teachers have better understanding of pupils needs so more able to start learning effectively. - Parent feedback- felt welcome to the school and are using correct lines of communication. - Vast majority of parents using See Saw and returning reading books they have read with their child. - Effective use of class TA has not been compromised. Children in Reception make at least expected progress.
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Aspect	Advice	School response	Cost	Impact
Targeted Support				
One to one and small group tuition: Reading	Close link between teacher, the person intervening and the child Highest need pupils assessed in first two days. Programme started on 3 rd day back	Reading has been school priority. Risk Assessment ensured children could continue to borrow books to take home and that parents understood the major part they could play in supporting their child. Community visitors who regularly come into school were encouraged to return. They were given a copy of the procedures we were following in school and a well ventilated place to work. New reading books were purchased to ensure they met the needs of the pupils and the books matched the sounds taught. Pupils also take home a book to read for pleasure or one where their parents are encouraged to read to them. Parents have received communication explaining this process and the different roles of the books. A new Phonics programme has been purchased- Floppy Phonics- and resources purchased to support it. Online training enables all staff to access it and improve the quality of their input. Sounds have been introduced as soon as the Reception children began school.	£3K	-Expectation that all children reach at least expected progress measured through termly reading assessments and followed up with Pupil Progress Meetings where resources can be targeted. -Children express a love of reading and a desire to read for pleasure. -See Saw evidence is through PAWS activities. -Parental engagement in reading activities.
Reading comprehension		Shared reading has replaced Group reading in KS2. The children in Year 3 are reading and learning from a class text. Pupils in Year 4,5, and 6 are using Comprehension Xpress to develop their comprehension skills.	£2K Class book sets. Comprehension Xpress	-Video evidence of high quality teaching and reading assessment and book scrutiny.
Maths		Maths has been identified as an area most neglected at home during lockdown. Parents were asked for their feedback as to the reasons for this. It was commonly expressed that they themselves lacked confidence and even those that could access online learning were intimidated by not having prior knowledge of what was going to be expected before it appeared on the screen. They found it difficult to motivate their child with this level of anxiety. It was widely thought that if they had access to		-Responses to Parent needs addressed ensuring we can maximise their cooperation with remote learning in future. - Children use of Oak National Academy/Google Classroom and See Saw in school equips them to work online at home should the circumstances arise.

		<p>a textbook they would be more successful because they could pre read the content and pace the learning in a supportive way. The school has purchased maths workbooks ready to be taken home should there be further lockdowns. Teachers are working from Oak National Academy for a part of their week in school so that pupils have more confidence in their own ability to access online learning and the tools to do so.</p> <p>The Maths lead has led training to ensure teachers know and understand the important areas to focus on. The school continues to prioritise first quality teaching to the whole class with good questioning differentiation rather than teaching in ability groups. This is to ensure expectations are equally high for all children.</p> <p>The continuous curriculum will ensure there are regular opportunities for pupils to practice the basics and revisit learning.</p> <p>Homework-PAWS (Purposeful Activities Without School) will include application of maths in real life situations so the value is understood.</p>		<p>Teachers know and understand the expectations for their year groups. They are supported to know how to work back from end of year targets in order to pace the delivery of lessons.</p> <ul style="list-style-type: none"> -There is consistency between classes and shared expectations. -Catch up workbooks are sent home to children falling behind their peers. The teacher supports the parent so that there is motivation to complete the work which raises standards.
Pastoral support		<p>Pupils with needs that cannot be met through what the school is offering to all will be quickly identified and a support programme put in place involving the school, parents, child and the local authority working together.</p> <p>Needs identified:-</p> <ul style="list-style-type: none"> -A high number of children with complex medical needs. This necessitates a large amount of TA interruption from high quality lesson delivery. Therefore, for this year, the school has appointed a medical assistant. This enables very experienced TA's to work alongside the class teacher on high quality learning without being distracted. -The Pastoral Support, INCO, Learning Mentor, Parent Support Adviser and Head meet every half term to assess the needs of the pupils and prioritise what support individuals need. -Specific programmes have been identified to meet the needs for specific individuals. 	£500 Training	<ul style="list-style-type: none"> -Six weekly meetings enable programmes put in place to be reviewed and resources directed to best support the children with greatest need. -Use of EEF research to ensure funding is used effectively on programmes that have the biggest impact. -Pastoral Support plans are shared with families and external agencies through TAC meetings and child is more able to access curriculum and less inclined to disrupt learning for others.

		<p>Thrive training and assessment materials has been completed.</p> <p>Physical Handling Training has been completed and utilised.</p> <p>Teachers have replaced Parents' Evening by telephone appointments with each individual parent.</p> <p>The Head is on the school gate every morning and afternoon to reassure parents and chat to them about anxieties they might have and to raise positivity.</p> <p>-External expertise to be provided to very high needs children-Zones of Regulation.</p> <p>EHCP reviews called early to identify needs-virtually-thorough and extensive.</p>		
Reception and Nursery targeted input		NFER Project to commence Jan 2021.	TA cost to deliver-	-Recognised programme delivered effectively to support children in Reception to develop at pace that would normally be expected.
Behaviour support for specific children		<p>Additional TA to support pupil presenting himself with behaviours that inhibit learning of him and his classmates.</p> <p>Behaviour Plan implemented</p> <p>Team around the child held and actioned upon.</p> <p>Regular meetings with parents to share strategies between home and school.</p> <p>Green Room time for children prioritised at school MASH meetings.</p> <p>Learning Mentor Time for pupils presenting themselves with specific needs.</p>	£5K	<p>-Needs of child can be met.</p> <p>-Process of applying for an EHCP can be completed.</p> <p>-Specific needs of child are supported through specific effective programmes.</p> <p>-Fragile children feel a sense of belonging.</p>
Oral language support		<p>Greeting every morning 'Good morning'.</p> <p>Focus of vocabulary</p> <p>Words of the week</p> <p>Lots of role play</p> <p>Storytelling Activities</p> <p>Daily VIPERS activities</p> <p>Tier 2/3 word focus across the curriculum and use of knowledge organisers.</p>	<p>£50</p> <p>Online CPD</p> <p>½ day a wk -</p> <p>Non -contact time for subject lead.</p>	<p>-Children are exposed to high quality oracy throughout the day.-</p> <p>-Vocabulary improves.</p> <p>-Children can talk more eloquently and write more fluently.</p> <p>-There is more depth to curriculum topics.</p>

Extended school time	To be effective, must be supported by parents and staff	Limited to before and after school time. Pupils have a rich school diet to maximise learning and all stakeholders canvassed believe pupils are too tired -to cope with a longer school day.	Subsidy to Keep because fewer chn attending.	-Children use school day effectively to maximise learning. -Every part of the school day is timetabled to ensure quality of provision leads to progress.
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Aspect	Advice	School response	Cost	Impact
Wider strategies				
Supporting parents and carers	Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.	Weekly newsletter with up to date information Face to face contact with Head every morning in playground. COVID/Catch UP/remote Learning Policy on website with 'How to' guides when necessary. Audit of parent views considered-How to offer parent consultations/What home learning materials work best? Proactive PTA providing support in half term-Halloween Trail. Face to face consultations at start of term to ensure disadvantaged children/SEN have every opportunity for catching up. Regular signposting to support with mental health/online safety. Schools Beat visits to ensure online safety is prioritised.		-Community share knowledge and understanding of situation and share common goals. -Families have faith in the school and attendance figures show children are attending school regularly. -Families say that they feel well supported with learning as well as information as to how and where they can seek support for their own well-being. -Children are aware of internet safety and their online behaviours are safe.
Reading	for example, offering advice about effective strategies for reading with children.	-Online modelling on Seesaw and website. -How to read effectively with your child information sheet circulated. Access to good quality texts matched to pupils needs. Every teacher reading quality class text with their class. Phonics taught first thing in morning in KS1 so that it can be reinforced throughout the day.		-Autumn Pupil Progress meetings demonstrate the majority of pupils are making expected progress. Those falling behind are benefitting from ongoing support at home and a strengthening relationship at home to ensure they are supported there too.
Access to technology	As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to	New set of laptops bought for school to replace those lent to families during lockdown. Google classroom purchased to enable more online face to face contact to take place. Training for staff to use Google classroom. Lead staff designated to lead less confident staff.		-Google Classroom has been trialled in year 1 and Year 6. Year 1 has been selected because the class teacher is the IT lead. We can gauge parents and pupils responses from level of interaction received from these studies. Support

	invest in additional technology, either by providing pupils with devices or improving the facilities available in school.	IT lead to introduce families to Google classroom one step ahead of other classes. Year 6 pupils to receive weekly Google classroom sessions and set homework using this platform to see who responds and to follow up reasons for those that are unable to. New telephone lines installed to enable staff to contact parents from their laptops when needed without having to use their own mobile phones.		help sheets have been posted on the website to further aid pupils utilise the platform. Staff in all year groups have attended two training sessions and will continue with these next term. Parent's evening substituted by individual phone conversations. A positive response from parents.
	In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	A timeline drawn up for developing staff expertise that ensures a expectation that everyone will be able to deliver online learning through Google Classroom but also recognises the additional pressures everybody is under at this time.		