



**Academy Name: West Vale**

**SUMMARY INFORMATION**

<b>Academic Year</b>	2020/21	<b>Total number of pupils</b>	153
<b>Cost per pupil</b>	£80	<b>Total catch-up budget</b>	£12,240
<b>Catch-up funding leader</b>	Fiona Gardiner	<b>LGB member responsible</b>	Gill Robinson
<b>Catch-up funding Trust leaders</b>	Amanda Bennett CEO Amanda Rawson CFO Ken Inwood - Trustee	<b>Review Processes</b>	Monthly on-going log. Half termly financial spend review – Termly impact reporting.

**Context / foreword**

For educators, coronavirus has created the test of a generation. When pupils start the new school year in September, most will be returning to the classroom for the first time in almost six months. In order to allow our children to ‘catch-up’ the learning they have missed, the government has provided funding at £80 per pupil for each school/academy. Following research and the EEF document “COVID-19 SUPPORT GUIDE FOR SCHOOLS”, this strategy sets out the academies plans to provide the necessary resources and approaches to allow our children to settle back into school and accelerate their learning in order to ‘narrow the gaps’.

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

*Text in italics gives exemplars of what you might put in each column*

**Priorities identified through school’s analysis**

*Year 1 curriculum offer re transition focus to Key Stage 1 (S&L/Phonics)*

*Phonics and early reading in year 2*

*Phonics and early reading in year 3*

*SEL across school with particular focus in year 4*

*Year 5 mental maths retention*

*Year 6 curriculum offer (maths and English)*

*Attendance*

**Note:**

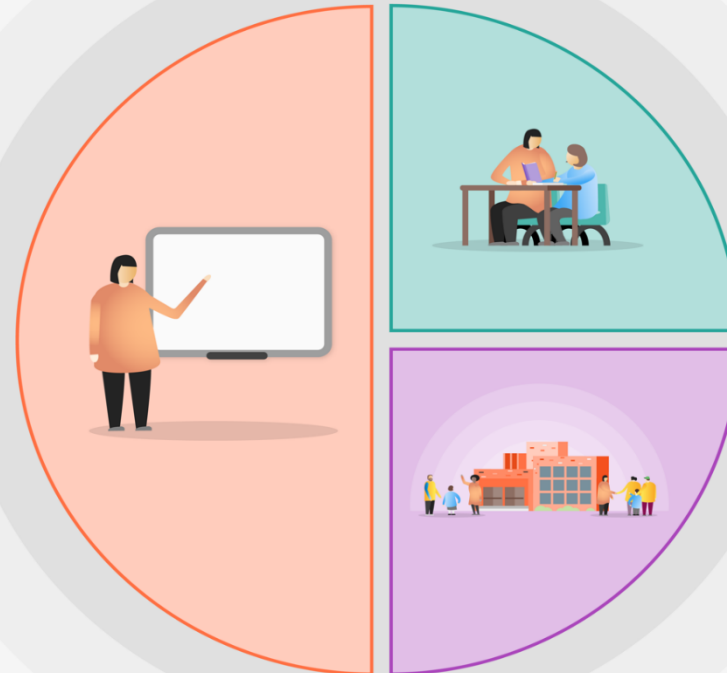
‘The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020 - the second grant will use the 4 to 15 pupil headcounts from the October 2020 census. Schools should use this funding for 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](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.’ <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>



**EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL – Catch-up focussed model**

**1 – TEACHING**

- Whole school emphasis on supporting well-being
- CPD to support deep subject knowledge with a flexible understanding of content being taught and a robustness around the curriculum
- Explicit instruction, scaffolding, flexible grouping. Cognitive and metacognitive strategies used. CPD to support understanding of this.
- Assessment
- Support for both RQT's from experience mentor
- CPD support for remote teaching and adaptation of the curriculum.



**2 – TARGETED ACADEMIC SUPPORT**

- One to one
- Small group intervention
- Effective feedback in the classroom and remotely
- Timetabling and associated training so delivery is consistent and high quality

**3 – WIDER STRATEGIES**

- Attendance
- Behaviour
- Social and Emotional support
- Supporting families.



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**IMPLEMENTATION PLAN FOR CATCH-UP**

1. AREA IN NEED OF CATCH-UP	3.INTERVENTION DESCRIPTION	4.IMPLEMENTATION ACTIVITIES	5.IMPLEMENTATION OUTCOMES	2. FINAL OUTCOMES – including expected impact
<p><b>Focus</b> year group: Year One Phonics and reading catch up</p> <p><b>Reasons:</b> The children have missed some Phase 3 (ure, er, you, all, are, my, you) and all Phase 4 Letters and Sounds teaching in Reception due to the impact of Covid:19. They have therefore not had the time to consolidate GPS's, learn new tricky words and focus on applying their phonic knowledge to their sentence reading and writing.</p>	<ul style="list-style-type: none"> <li>• Specific intervention linking to individual phonic assessment and gaps in learning</li> <li>• GPC's and tricky words are revisited for regular retrieval practice using flashcards eg at transition times</li> <li>• Staff hear all children reading using the levelled books they have been given; phonic assessments are to be used to identify any patterns in areas of challenge for the pupil</li> <li>• Relevant phases of L and S are revisited for the targeted children</li> <li>• Support for parents with strategies for home reading of decodable books and practice of phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Daily 10 minutes</li> <li>• 4 minutes – Phonics GPC chart/win it intervention.</li> <li>• 6 minutes 1:1 reading to focus on fluency and application</li> <li>• Lead by experienced TA who has a sound knowledge of Letters and sounds. Timetable and focus for everyone. (10 identified)</li> <li>• Neli, speech and language catch up.3 x 30-minute group sessions 2 x 15 minute 1:1 session (4 identified) (20 weeks)</li> <li>• 2 LSAs allocated to new phonics groups for children who have fallen behind. Timetable produced for daily individual input</li> <li>• Literacy lead to provide L and S training and intervention training.</li> <li>• Audit of decodable books and purchase of further if required for target children by English lead and EYFS lead</li> <li>• Additional Phase 4, 5 and 6 Phase reading books. As children in Year One and Two are spending a longer period of time consolidating their phonic knowledge, we have shortage of books in these Phases</li> </ul>	<ul style="list-style-type: none"> <li>• Continual assessment (daily record) with a 6-week adjustment to the plan</li> <li>• Feedback from TAs/observation of possible of one of the intervention groups</li> <li>• Teacher revisit assessments on a half termly basis</li> <li>• By Christmas all children secure with phase 3 GPC's and tricky words.</li> </ul>	<p>All pupils are independently decoding words containing relevant GPC's (phase 3 – 5) – TIMESCALE for achievement long term – July 2021</p>



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		<ul style="list-style-type: none"> <li>Literacy lead to record seesaw video for parents exemplifying reading support strategies</li> <li>Weekly videos linking to sounds and spellings learnt that week</li> <li>Staff CPD</li> </ul>		
<p><b>Focus:</b> Year 4 SEL and whole school resources</p> <p><b>Reasons:</b> This particular year group has historically needed additional support around empathy and consideration of other which impacts on their academic learning. Following lockdown this has been heightened for certain individuals and bespoke support needs to be in place for them.</p>	<ul style="list-style-type: none"> <li>Specific intervention linking with the 4 identified areas of self-awareness, self-management, relationships and responsible decision making</li> <li>Additional resources targeted for each year group. Progressive emotional books to cover the 4 identified areas and evoke discussion</li> </ul>	<ul style="list-style-type: none"> <li>1 to 1 session with 8 identified individuals with PSW.</li> <li>Dedicated time with an SEL focus.</li> <li>Purchase of resources and books</li> <li>CPD of staff.</li> <li>Sharing of books and focus with parents on Seesaw.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour to be monitored and log of individuals maintained.</li> <li>Healthy relationships with peers</li> <li>Positive behaviour choices</li> <li>Less conflict leading to more focus on learning.</li> </ul>	<p>Children are self-moderating their behaviour with less direct intervention from adults in school Children are able to discuss their emotions and behaviour Children are able to use strategies developed when conflict arises. – TIMESCALE for achievement Short term – 12 weeks – Feb half term long term – July 2021</p>
<p><b>Focus:</b> Attendance support throughout school</p> <p><b>Reasons:</b> Since returning attendance has been good however there are a minority of families who struggle with Covid related anxiety surrounding children attending school.</p>	<ul style="list-style-type: none"> <li>PSW to have time to target and identify families who are struggling following lockdown with consistent attendance</li> </ul>	<ul style="list-style-type: none"> <li>To have additional contact with 4 identified families and develop relationships to support families.</li> </ul>	<ul style="list-style-type: none"> <li>Improved attendance</li> <li>Parental confidence around attending school</li> <li>Parental support and engagement</li> </ul>	<p>Attendance for the identified families is improved and at national average. TIMESCALE for achievement Short term – increased attendance to Feb 2021 long term – to be sustained to July 2021</p>
<p><b>Focus</b> RQT's</p> <p><b>Reasons:</b> to ensure RQT's are supported in</p>	<ul style="list-style-type: none"> <li>Support for 2 RQT's in school during a different way of working</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated support time with mentor half termly</li> </ul>	<ul style="list-style-type: none"> <li>Mentor catch up meetings</li> <li>Training to be attended and actioned.</li> </ul>	<ul style="list-style-type: none"> <li>Quality of the curriculum through well led curriculum areas</li> </ul>



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<p>the workplace following a interrupted (By Covid) year</p>	<p>as wider school support is not available</p>	<ul style="list-style-type: none"> <li>Identified training to support with subject lead areas</li> </ul>		<ul style="list-style-type: none"> <li>Confident classroom teachers displaying quality first teaching</li> </ul> <p>TIMESCALE for achievement Short term – successfully leading subject with support to Feb 2021 long term – successfully leading subject independently July 2021</p>
<p><b>Focus:</b> Year 5/6 curriculum offer (maths and English) <b>Reasons:</b> Rapid and sustained catch-up needed following prolonged absence.</p>	<ul style="list-style-type: none"> <li>Specific intervention through quality first teaching in and small groups focus tasks</li> <li>Support</li> </ul>	<ul style="list-style-type: none"> <li>Year class split 3 mornings a week for English and maths. 2 experienced teachers to work with the groups and focus on individual needs identified.</li> <li>Support for families in supporting children through focussed videos modelling how to support in the key areas.</li> <li>Additional meetings with identified children and parents to encourage home support for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Continual assessment (daily record) with a 6 week adjustment to the plan</li> <li>Teacher revisit assessments on a half termly basis</li> </ul>	<p>Children reaching their projected outcomes. 11</p> <p>TIMESCALE for achievement Short term – increased attendance to Feb 2021 long term – to be sustained to July 2021</p>

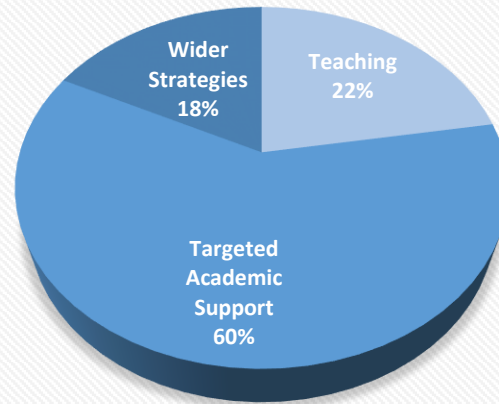


**COVID-19 Catch-up Funding Strategy**

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**Grant Funding Overview**

EEF Tiered Support Areas	Specific Spend Areas	Forecasted Spend	Tranche 1 position Autumn Term	Tranche 2 position Spring Term	Tranche 3 position Summer Term	Final Spend
<b>1. Teaching</b>						
CPD in support of quality first Teaching	x		£680	£680	£680	£2,040
CPD/ system leader support for specific intervention training	x		£240	£240		£480
Subject specific assessment release time for teachers to provide effective feedback to pupils	x		£650	£650	£650	£1,950
<b>2. Targeted Academic Support</b>						
Staffing to provide small group tuition groups in ...	x		£2382	£2382		£4,764
Staffing to provide 1:1 coaching for ... <b>(NOTE – the national coaching programme expected use)</b>	x		£870	£870		£1,740
<b>3. Wider Strategies</b>						
Bespoke expertise in the use of technology	x					
Production of parental guidance materials	x					
Resources	x		£ 1000	£266		£1,266
<b>Total</b>			<b>£5822</b>	<b>£5088</b>	<b>£1330</b>	<b>£12,240</b>



■ Teaching ■ Targeted Academic Support ■ Wider Strategies



**GREAT HEIGHTS**  
ACADEMY TRUST

*Achieving excellence together*

## **COVID-19 Catch-up Funding Strategy**

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ONGOING ACTIVITY LOG 20/21 Catch-up Grant Funding – Report for the Trust leaders and LGB reporting					
Date	What has been started/completed from the implementation activities?	What impact measures can you report to date from the implementation outcomes?	Do you need to change/adapt anything in your plan? (develop, change, maintain)	Are there any budget implications for this?	LGB comments
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					