



## Great Coates Primary School COVID Catch up Funding (2020- 2021)

The government has allocated £80 per pupil to support catch-up initiatives following the re-opening of schools in September. The school has identified key areas for targeted support, either through adult led initiatives, or through purchasing additional resources. This information is included below.	
Total number of children on roll – Autumn census	304
Catch up allocation	£24,020.00.
Proportion of children eligible for Pupil Premium (including EYPP)	38.4%
Proportion of SEND children	13%
Publish date	November 2020
Review date	March 2021
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Governor monitoring	Teresa Blanchard

## Priority areas for catch up funding

### Priority 1

Reading catch up for all KS1 and Ks2 Pupils

### Priority 2

Filling gaps in knowledge and skills in mathematics, especially number

### Priority 3

Pupil well-being, including learning behaviours, home learning and attendance

### Priority 4

Communication and language skills across the whole school, including nursery

### Priority 5

To support SEN children with their learning, especially filling gaps from missed learning. Especially those in UKS2 to ensure they have basic literacy and maths skills ready for secondary school.

## Catch up funding initiatives

### Priority 1

Precise actions	Expected outcome	Finance / resources	Monitoring	Impact over time
1.1 Check the children's current reading age and level. Correlate with previous data and their target. Identify, from this, which children need additional support.	Correct children will be targeted for intervention	Teacher time Pira testing	Assessment leader / literacy leader. Teachers to update assessments 4x a year Pupil progress meetings Feed progress in to SLT and Gobs	Children who have fallen behind and are at risk of not achieving their target will be back on track. This could take as long as 2 years.
1.2 Introduce paired reading from year 1-6.	Children will become fluent readers and are better able to access a range of texts. Their reading confidence and enjoyment of books will improve.	Big Cat Reading books Staff meeting (LD)		
1.3 Rapid reading intervention set up and implemented in KS2	Targeted children will make rapid progress in reading	£1500 books £2000 Ta hours		
1.4	Engagement with home reading will improve and as result children will be more	New reading scheme and supporting books		

New whole school reading scheme to be purchased, including 'real books' for the older and / or more capable readers.	fluent and confident readers.	£7500		
1.5 Targeted reading books for SEND pupils who are now to mature to read the books of younger children	Confidence and well-being of SEN readers.	£1500		
<b>Priority 2</b>				
2.1 Assess the gaps in basic number skill. Correlate with previous data and their target. Identify, from this, which children need additional support.	Correct children will be targeted for intervention		Assessment leader / Maths leader. Teachers to update assessments 4x a year Pupil progress meetings Feed progress in to SLT and Gobs	Children who have fallen behind and are at risk of not achieving their target will be back on track. This could take as long as 2 years.
2.2 Implement regular target interventions focusing on basic number skills, including times tables in year 3/4.	Children will have instant recall of times tables	£2500 for equipment / resources, £3000 TA hours		
2.3 Source CPD for teachers from White Rose to support children applying their knowledge- depth.	Teaching of Maths will improve further. (It is already 100% good across school, but there will be increased challenge for all pupils in lessons)	£500		
<b>Priority 3</b>				
3.1 Establish expectations for behaviour in class- class charters. Focus on how we treat each other.	Children will settle back into school routines and systems well after periods of closure or isolation			The 'well-being' of the school community will be restored; <ul style="list-style-type: none"> <li>• Happy safe children</li> <li>• Good relationships</li> <li>• Behaviour in school is good</li> <li>• Supportive systems in place</li> </ul>
3.2 Regular communication with parents about 'what to do if...' Share government and LA information with them. Include positive and upbeat messages about school, not just COVID. Reassure them about safety. Identify those at risk of anxiety and support where can, including EWO.	Parents will be confident about sending children to school and will know what to do and where to seek advice.	Associated costs already accounted for in school budget (EWO)	AHT and HT Staff will keep registers up to date. Admin will inform SLT of ant arising issues.	Relationships between school and parents will remain strong and the expected drop in attendance will be as small as possible.

			Admin will keep communication up to date, including social media.	
3.3 Closely monitor pupils to ensure they are 'ok'. Raise any concerns with learning mentor asap. Support will be put in place via usual school systems. Additional groups will be provided if needed with the learning mentor.	Children will have emotional and social needs met.	Associated costs already accounted for in school budget (EWO)		
3.4 Ensure staff feel safe and secure back in school through regular check ins and communication. Continue to support work home life balance, adapt practises where possible, e.g. PPA, marking, time in school etc..	Staff are ok and continue to teach / operate to a high standard.			Staff absence is as low as possible (Covid-19 will impact), consistent work force.
<b>Priority 4</b>				
4.1 Support the youngest children with social communication skills, including speech therapy.	Children can talk properly	£1500 for programme and training	SENDCo	Communication skills of youngest children with be more in line with expectations based on chronological age.
4.2 Same for Year 1/2				
<b>Priority 5</b>				
5.1 SENDCo to collect and analyse a new set of data, compare to target data, identify priority for support	Correct children will be targeted for intervention		SENDCo	SEND Children who have fallen behind and are at risk of not achieving their target will be back on track. This could take as long as 2 years.
5.2 Organise intervention groups / 1:1 to focus upon basic skills for literacy and maths of targeted SEND children. Ensure there are resources to continue targeted learning in the event of home learning	Targeted children will make rapid progress in focus curriculum areas	£1000 for resources £1000 to supplement TA support		
5.3 Use EEF guidance to identify and source proven intervention packages		£2000		