**CATCH UP FUNDING PLAN**

 **Total Premium Allocated: £14,800**

 **Autumn Term Spend £8,240**

 **Remaining spend for Spring and Summer £6,560**

|  |
| --- |
| **Catch up priority 1: To ensure children’s mental health and wellbeing needs are being met so they are able to learn.** **Total amount allocated for this priority: £2790** |
| **Initiative with clear intended impact** | **Actions** | **Funding allocated** | **Effect of the expenditure** | **Notes/Next steps** |
| A play therapist will carry out staff twilight training sessions on Barry Carpenter’s recovery curriculum so that teachers have an increased understanding of the 5 main concerns and how best to meet children’s needs in these areas. Staff will also have a clear criterion for referring children for more specific work with the play therapist. | * SENDco to meet with the play therapist to assist in planning the training
* Assign 2 x staff meetings (virtually) for the training
 | **£270**(2 days – prep work and carrying out of training) | * Children‘s mental health and wellbeing needs are noticed and work can begin to improve wellbeing needs.
 |  |
| A play therapist to have an additional day a week to carry out 1:1 or small group work with children around specific needs/concerns raised by COVID – eg Bereavement/anxiety  | * SENDco to meet with play therapist
* Clear and effective referral system in place
 | £270 per day x 6 (1 day per week up to Christmas)**£1620** | * Children with more significant issues from COVID will begin to address their needs.
 |  |
| FSW to engage with parents of children whose mental health and wellbeing has been acknowledged by class teacher so that holistic support for the family is in place if needed.  | * FSW to signpost any parents suffering bereavement themselves
* FSW to work with parents to support the child.
 | £0 unless any additional hours are needed.  | * Parents emotional and mental health needs are being addressed so they are well placed to support their children.
 |  |
| Trained and qualified staff can identify and deliver high quality therapeutic interventions to children who have been affected by COVID so that their primary needs are being met | * SENCO and FSW to be trained in drawing and talking therapy
* DSL and PHSE lead to access thrive training in Autumn term through the consortium
 | £270 x 2 = **£540****£900** | * In house staff can respond to the needs of children quickly to address any concerns as early as possible.
* Children’s mental health and wellbeing needs.
* Long term – whole school approach and understanding to trauma informed practice
 |  |
| **Catch up priority 2: To ensure children in EYFS, KS1 and year 3 have phonics and early reading skills needed to progress in their year group** **Total amount allocated for this priority: £1850** |
| **Initiative with clear intended impact** | **Actions** | **Funding allocated** | **Impact**  | **Notes/Next steps** |
| Children’s phonics needs to be rapidly improved to ensure they are at the level they need to progress in their reading and writing so that they can access their year groups curriculum.  | * Part-time teacher to take on additional time.
* Teacher and phase leader to liaise in order to know what aspects need to be taught/re-taught
* Class teacher to make effective use of running assessments to ensure the right children are being targeted.
 | Part-time teacher in additional ½ day a week approx. £90 x 10 = £900Supply cover per week cover £90 x 10 = £900**£1800** | * EEF research shows quality first teaching with a teacher as most impact. Intervention with teacher would mean children improve their phonics and early reading skills.
 |  |
| Online platform, resources, lessons and homework suited and tailored to all pupils individually on Classroom Secrets Kids for any closures plus additional catch up time in class.  | * Purchase to be made
* Account details to be shared
* Training for staff on delivery ad expectations
 | **£453.43** for each pupil to have an account.  | * Children will have opportunities at home to access high quality, tailored learning.
 |  |
| In house training for year 3 teacher from Assistant head on phonics phase 3  | * Times/dates to be arranged.
* Cover to be sought if needed
 | **£150** – where/if cover needed  | * Teacher equipped to teach phonics proficiently
* Children catch up the phonics skills lacking
 |  |
| Accessible and enjoyable books based around the phonics teaching in class to be used as reading books (dandelion reading books) so that children are repeating their learning regularly in order for them to retain their new knowledge.  | * English leader to research which books we need and place an order
 | **£300** approx | * Children will be able to practice their phonics at home
* Parents will be involved in children’s learning
* Children will embed new sounds more quickly meaning they can move on.
 |  |
| EEF approved and recommended intervention (NELI) to be accessed, taught and delivered across the year | * 2 x TAs and 2 x Teachers to access the resources and training funded by DFE
 | Training and programme – free**£500** cover costs for staff training | * Reception cohort’s early language will improve more rapidly
* Staff become skilled and trained for now and future years
 |  |
| **Catch up priority 3: To ensure children in KS2 have reading, writing and maths skills that will allow them to access the curriculum.** **Total amount allocated for this priority: £2160** |
| **Initiative with clear intended impact** | **Actions** | **Funding allocated** | **Impact**  | **Next steps** |
| Children’s reading needs to be rapidly improved to ensure they are at the level they need to progress in their reading, maths and writing so that they can access their year groups curriculum. | * Additional teacher to work with groups in KS2 on target work of key skills.
* Resources – PiXL, power maths, Power of Reading
 | £135 x 16 = **£2160** | * EEF research shows quality first teaching with a teacher as most impact. Intervention with teacher would mean children improve their reading, writing and maths skills in line with their age/ability.
 |  |