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| **Catch Up Funding Plan 2020/2021 Littlemoor Primary School** Allocation: £23, 840  Our Catch-up Funding Plan is tightly linked to our Logic Model and direct references have been made to link to the specific areas. We have used the EEF ‘Guide to Supporting School Planning’, and the ‘Teacher Toolkit’ for the selection of tried and tested intervention; alongside our own research, assessment, staff expertise and identification of need. This plan will be reviewed in Autumn 2021 | | | | | |
| **EEF Guide to Supporting School Planning; A tiered approach 2021: Teaching and CPD**  The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year. Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Our recent review of the evidence on ‘Special Educational Needs in Mainstream Schools’ found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important. High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils’ progress, particularly as they maintain classroom routines and recover any learning loss. Schools may also consider how they assess pupils’ engagement with school and their well-being. Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur. | | | | | |
| **What?** | **Logic Model Link** | **Who?** | **When?** | **How much?** | **Outcome?** |
| **Catch up Literacy and Numeracy training** | Active ingredient 3 Metacognition and Self-Regulation | English Lead, Math’s Lead, Key Stage 2 Leaders x2, TA x 2 | Autumn 2020 | £1000 | Through high quality CPD, staff who are required to deliver intervention programs are highly skilled, with expert subject knowledge, to support pupils in making progress. Teachers, with the support of TAs will make accurate targeted assessments, to identify the learning that has been achieved or lost and provide a flexible response to pupil need. By accessing CPD on MHWB, the AHT will be able to support staff in recognizing and supporting pupil well-being needs |
| **NELI Training EYFS** | Active ingredient 3 Metacognition and Self-Regulation | EYFS staff and Inclusion  AHT | Autumn and Spring 20/21 | Supply costs  £500 |
| **EYFS Reception Leader training**  **(Focus Education)** | Active ingredient 3 Metacognition and Self-Regulation | EYFS Lead  AHT Strategic Lead EYFS | Autumn 2020 | £500 |
| **Metacognition CPD**  **(Oldham Research School)** | Active ingredient 3 Metacognition and Self-Regulation | All staff | Summer 2021  3 x twilight sessions Jessica Mellor | Supply cost initial planning day £400 |
| **Learning by Questions training for staff** | Active ingredient 3 Metacognition and Self-Regulation | Key Stage 2 staff  AHT Curriculum | Summer 2021 | Part of classroom package £10,500 |
| **Whole School Mental Health Lead First Aid training** | Active Ingredient 1 Social and Emotional Aspects of Learning | AHT Senior Mental  Health Lead | 2 x full day | £75 |
| **EEF Guide to Supporting School Planning; A tiered approach 2021: Targeted academic support**  Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year. Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place. Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils. | | | | | |
| **What?** | **Logic Model Link** | **Who?** | **When?** | **How much?** | **Outcome?** |
| **Small group and 1-1 academic intervention** | Active ingredient 2 Oral Language and Reading  Active ingredient 3 Metacognition | EYFS Lead  EYFS L4 TA  AHT EYFS Strategic Lead  English Lead  Math’s Lead  Math’s specialist teacher  Key Stage 2 Leaders x2  TA x 2  AHT Curriculum Lead | Autumn 2020  Spring/Summer 2021  Autumn 2021 | Supply teacher cover costs @ £200 per day  £6,400 | Accurate assessments of pupils will ensure that effective intervention is implemented via EEF recommended materials. Interventions will be measured and reviewed in a timely manner and will demonstrate progress linked to EEF outcomes. Careful planning will ensure that pupils do not miss out on wider curriculum opportunities. Pre and post tuition will link directly to the daily lesson and evidence of effective feedback will be clearly identified with the support of metacognition CPD for staff. Intervention will be delivered entirely be school based staff who have expert knowledge of the pupils, trusting relationships and can best coordinate delivery, to ensure consistency. |
| **Learning by Questions APP and resource pack – identify and address gaps in learning, Immediate pupil feedback, targeted interventions for smaller groups, linked to WRM** | Active ingredient 3 Metacognition and Self-Regulation | All staff KS2 | Summer 2021  Autumn 2021 | Part of £10,500 (see above    4 x classroom packs |
| **Implementation and effective monitoring of interventions** | Active ingredient 1 Social and Emotional Aspects of Learning  Active ingredient 2 Oral language and reading  Active ingredient 3 Metacognition Self- regulation | SLT  Academic subject leads | Autumn 2020  Spring/Summer 2021  Autumn 2021 | Supply cover costs for Leads  £2400 |
| **EEF Guide to Supporting School Planning; A tiered approach 2021: Wider Strategies**  Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community. Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils’ social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation has continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils. Attendance is likely to continue to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. Some parents and carers may continue to be hesitant about their children attending school. Additionally, ‘Burst bubbles’ and intermittent attendance is likely to be harder for schools to manage. While there isn’t much high-quality evidence to support specific strategies, it is clear that planning to continue to support families and sensitive communication with parents and carers will prove vital. | | | | | |
| **What?** | **Logic Model Link** | **Who?** | **When?** | **How much?** | **Outcome?** |
| **Small group and 1-1 social and emotional intervention.**  **Diagnostic assessment via GL Assessments for targeted pupils.** | Active ingredient 1 Social and Emotional Aspects of Learning  Active ingredient 3 Self- regulation | WSMHWB TAs  TOGMind  AHTs  Safeguarding and Attendance Lead | Autumn 2020  Spring/Summer 2021  Autumn 2021 | TA costings | All staff and pupils will have access to a high-quality online platform to ensure pupils who are required to isolate, can continue accessing learning, interventions and 1-1 and small group tuition where appropriate. Parents will have a line of communication directly to the platform, to share pupil learning and seek support. Feedback videos will ensure that pupils who are required to isolate, will know how to move on in their learning.  In-school well-being interventions will be specific, led by diagnostic GL assessment, and monitored via pupil questionnaires and GL feedback to have maximum impact. |
| **See Saw remote Learning Platform to maintain links with isolating pupils, effectively communicate with parents and support learning.**  **2 x staff members to attend Digital Champions CPD (Oldham Learning)** | Active ingredient 1 Social and Emotional Aspects of Learning  Active ingredient 2 Oral language and reading  Active ingredient 3 Self- regulation | See Saw – Whole School staff  2 X teachers to attend Digital Champions CPD  2 x SLT to attend initial Digital Champions CPD | Autumn 2020 onwards  CPD  Autumn 20  Spring 21  Summer 21 | £1500 See Saw package  Digital Champions CPD supply cover costs £500 |