



**SUMMARY INFORMATION**

<b>Academic Year</b>	2020/21	<b>Total number of pupils</b>	290
<b>Cost per pupil</b>	£80	<b>Total catch-up budget</b>	£23,200
<b>Catch-up funding leader</b>	Dani Worthington	<b>LGB member responsible</b>	John Flynn
<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/>

**Priorities identified through school’s analysis**

- *Year 1 curriculum offer re transition focus to Key Stage 1 (S&L/Phonics/ BFL)*
- *Reading-Phonics, early reading and vocabulary in Year 2,Phonics and early reading in Year 3 ,Reading in upper KS2*
- *SEL across school with particular focus in Year 2,3 and 5*
- *Year 6 curriculum offer (maths and English/bfl/SEND) in order to be secondary ready*



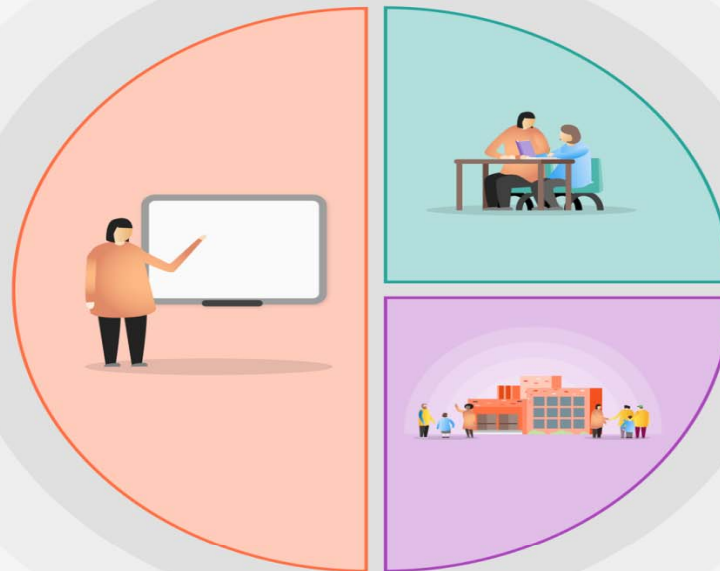
## COVID-19 Catch-up Funding Strategy

Academy Name: **Carlinghow Academy**

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

### **1 - TEACHING**

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A broad and engaging curriculum that focuses on vocabulary acquisition and application of basic skills.
- Frequent low stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Maintain our existing CPD focus on Literacy and introduce further CDP on metacognition through a logical and well-sequenced plan to support and sustain high quality teaching.
- Continued focus on workload to aid staff wellbeing and enable high-quality responsive teaching based on formative assessment and diagnostics.
- Introduction of EEF Metacognition Guidance with a trained trainer on the leadership team to ensure implementation.
- Continued whole school focus on oracy including introducing continuous provision in Year 1 to support this.



### **2 – TARGETED ACADEMIC SUPPORT**

- Same-day in-class intervention.
- Specific intervention programmes led by both Teachers and Teaching Assistants using research led diagnostics and intervention programmes.
- Provide Research School led literacy CPD to ensure high-quality teaching.

### **3 – WIDER STRATEGIES**

- Extensive outdoor learning provision
- Breakfast Club provision continued.
- Symbiosis between whole school offer (SDP) and Pupil Premium Strategy.
- Use of Seesaw to maintain high level of parental engagement and provide additional support materials.
- Introduction of new positive behaviour policy across the school and a focus on whole class rewards.
- PSHCE curriculum (Jigsaw) supporting emotional wellbeing
- Whole School re engagement project to support emotional well-being.



## COVID-19 Catch-up Funding Strategy

### Academy Name: Carlinghow Academy 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 1 curriculum offer re transition focus to Key Stage 1 (S&amp;L/Phonics/ BFL)</p> <p><b>Reasons:</b> lack of transition in Summer 2020, high needs cohort, incomplete EYFS year</p>	<ul style="list-style-type: none"> <li>Additional support for phonics learning</li> <li>Additional SALT interventions and curriculum initiatives</li> <li>SEND support for targeted pupils</li> <li>Continuation of EYFS curriculum with areas of provision</li> </ul>	<ul style="list-style-type: none"> <li>Additional TA led phonics intervention daily (1 hour per day - £3001 per year)</li> <li>Training of TA to deliver NELI intervention (resources free + £195 training)</li> <li>NELI intervention 2hr per day week (2 hours per day - £5362 per year)</li> <li>Implementation of Talk for Stories (resources £118.22)</li> <li>Set up of areas of effective continuous provision, including outdoors</li> </ul> <p>Total : £8676.22</p>	<ul style="list-style-type: none"> <li>Increased confidence and phonic knowledge within Year One cohort. All children at expected levels based on starting point.</li> <li>Increased provision for evidence-based SALT interventions</li> <li>Language rich curriculum content and specific teaching of language and vocabulary</li> <li>Targeted strategies and bespoke support for those pupils who require additional support for learning.</li> <li>Learning needs are met for the highest needs pupils in Y1.</li> <li>SEND provision evidenced through appropriate records</li> <li>Developmentally appropriate curriculum provision – including timetabled outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>Consistent percentage pass rate in phonics screening test despite missed curriculum in YR</li> <li>SALT assessments (through NELI and Wellcom) show increased language development in targeted pupils.</li> <li>Improved language outcomes for all demonstrated through reading and writing.</li> <li>Improved outcomes for high needs pupils, measured through small steps assessment and IEP provision.</li> <li>Improved outcomes for all Y1 pupils.</li> </ul>
<p><b>Focus:</b> Reading-Phonics, early reading and vocabulary in Year 2, Phonics and early reading in Year 3, Reading in upper KS2</p> <p><b>Reasons:</b> curriculum deficit from academic year 2019-20 requiring catch-up, lag requires</p>	<ul style="list-style-type: none"> <li>Developing expertise and QFT in phonics in Year three</li> <li>Development of vocabulary within the curriculum in Year 2</li> <li>Reading scheme development</li> </ul>	<ul style="list-style-type: none"> <li>RWI training for Y3 teachers &amp; TA;s (£200)</li> <li>Implementation of Talk for Stories in Y2 (resources £118.22)</li> <li>Purchase of RWI Phonetically decodable books (£1624.75 – rest of cost to be met from English budget)</li> </ul> <p>Total - £1942.97</p>	<ul style="list-style-type: none"> <li>Increased confidence and phonic knowledge within both cohorts. All children at expected levels based on starting point.</li> <li>Increased confidence and skills in teacher delivery of phonics in Year Three</li> <li>Language rich curriculum content and specific teaching of language and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Improved reading outcomes across year groups two and three, ensuring catch-up of those who have regressed during school closures.</li> <li>Improved language outcomes for Year 2 demonstrated through reading and writing.</li> <li>Improved engagement with home reading across KS2, particularly in low ability readers.</li> </ul>



skill development in additional areas, development of renewed reading resources to re-engage learners			<ul style="list-style-type: none"> <li>• Age and stage appropriate reading scheme which meets the needs of all pupils.</li> <li>• Reading scheme accessible to all pupils, including those isolating.</li> </ul>	
<p><b>Focus:</b> SEL across school with particular focus in Year 2,3,4,5 and 6</p> <p><b>Reasons:</b> Key year groups displaying increased SEL concerns post school closures. Older pupils requiring re-engagement in learning following prolonged absence.</p>	<ul style="list-style-type: none"> <li>• Enhancement of SEL support for vulnerable pupils</li> <li>• Initiatives to regain feelings of belonging and community within key year groups</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school superhero reengagement project</li> <li>• 1 hour a day dedicated Learning Mentor time supporting individual or groups with anxieties</li> </ul> <p>Total: Nil – Cost already met through staff salaries</p>	<ul style="list-style-type: none"> <li>• Bespoke and appropriate social, emotional support for pupils with the highest need.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are more able to self-regulate and express their emotions.</li> <li>• Improved self-esteem and self-awareness in targeted pupils.</li> </ul>
<p><b>Focus:</b> Year 5 &amp; 6 curriculum offer (maths and English) in order to be secondary ready</p> <p><b>Reasons:</b> Rapid and sustained catch-up needed following prolonged absence.</p>	<ul style="list-style-type: none"> <li>• Enhanced curriculum offer to support catch-up learning. Delivered by HLTA or class teacher with HLTA providing teacher release</li> <li>• Additional support to encourage fluency of writing</li> <li>• Use of appropriate diagnostics to identify and address gaps in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted Intervention delivered by HLTA (6 hrs per day over 4 days a week HLTA Intervention delivery £5407.41 + 2 hrs per week Teacher delivery with HLTA providing class cover £1681)</li> </ul> <p>Total: £7088.41</p>	<ul style="list-style-type: none"> <li>• Targeted learning opportunities in smaller groups to ensure quick and thorough catch up of missed curriculum opportunities.</li> <li>• Development of pace and fluency of writing in targeted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 6 pupils show expected or accelerated progress from their starting points and catch-up any lost learning</li> </ul>
<p><b>Focus:</b> Year 3 &amp; 4 curriculum offer (maths and English) in order to catch up gaps in learning</p> <p><b>Reasons:</b> Rapid and sustained catch-up</p>	<ul style="list-style-type: none"> <li>• Enhanced curriculum offer to support catch-up learning. Delivered by HLTA or class teacher with HLTA providing teacher release</li> <li>• Additional support to encourage fluency of writing</li> </ul>	<ul style="list-style-type: none"> <li>• (6 hrs per day over 4 days a week HLTA Intervention delivery £4210.40 + 2 hrs per week Teacher delivery with HLTA providing class cover £1282)</li> </ul> <p>Total: £5492.40</p>	<ul style="list-style-type: none"> <li>• Learning needs are met for the highest needs pupils in Y4.</li> <li>• SEND provision evidenced through appropriate records</li> <li>• Appropriate and timely intervention provision to meet pupil need.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for high needs pupils, measured through small steps assessment and IEP provision.</li> </ul>



**GREAT HEIGHTS**  
ACADEMY TRUST

*Achieving excellence together*

## COVID-19 Catch-up Funding Strategy

**Academy Name: Carlinghow Academy**

needed following prolonged absence.	<ul style="list-style-type: none"><li>• Use of appropriate diagnostics to Identify and address gaps in learning</li></ul>			
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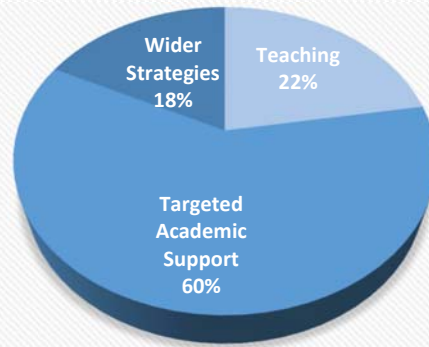


**COVID-19 Catch-up Funding Strategy**

**Academy Name: Carlinghow Academy**

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		£395			£395
CPD/ system leader support for specific intervention training						
Subject specific assessment release time for teachers to provide effective feedback to pupils	x		£987	£988	£988	£2963
<b>2. Targeted Academic Support</b>						
Staffing to provide small group tuition groups in ...	X		£5993.60	£5993.60	£5993.61	£17980.81
Staffing to provide 1:1 coaching for ... <b>(NOTE – the national coaching programme expected use)</b>						
<b>3. Wider Strategies</b>						
Bespoke expertise in the use of technology						
Production of parental guidance materials						
Resources	x		£1624.75	236.44		1861.19
<b>Total</b>			<b>£9000.35</b>	<b>£7218.04</b>	<b>£6981.61</b>	<b>£23200</b>



■ Teaching ■ Targeted Academic Support ■ Wider Strategies



## COVID-19 Catch-up Funding Strategy

Academy Name: Carlinghow Academy

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	Assessment and identification				
October	Assessment and identification intentions shared with MAT Core Team				
November	Recruitment of additional staff to support the delivery of the catch up plan. Interventions in Y6 started			Budget approval given for the recruitment of these staff	LGB pleased to see the plan includes interventions across every year group
December	Interventions in Years 3, 4 & 5 started	2 TA's took up post to allow for redeployment of existing staff to deliver interventions.			
January	School now closed to majority of pupils Targeted 1:1 interventions continue remotely for some children/	Speech and language interventions are happening daily for pupils in Y1 & 2 either remotely for those working at home and in school for our vulnerable learners.	The Y3, 4, & 5 interventions now paused whilst school is closed to most pupils as HLTA is now redeployed to cover the work of a bubble. Teachers continue to set differentiated work and targets to ensure all pupils are making progress with their remote learning.	The school needs to recruit a Y5 teacher and HLTA in preparation for the school to fully reopen to allow the interventions to continue.	Questioned the impact of lock down on the catch up plan. Some interventions going ahead remotely and others are ongoing in school with our vulnerable and keyworker children.
February	Use of appropriate diagnostics to identify and address gaps in learning	Some staff require further support in correctly using the diagnostic tools to identify pupils for targeted interventions			



	Pupils in school during lockdown have been having interventions and some 1:1 interventions have been delivered via remote learning.	The data of these pupils receiving interventions during lockdown will be tracked as a separate group at the next data collection point.			
<b>March</b>	NELI programme training complete SALT specialist to teach throughout school Staff training on assessment		HLTA identified in plan has now changed role to become class teacher. A supply HLTA has been recruited to ensure interventions continue.	Cost of supply HLTA is slightly more than previously budgeted for. This will be met from school budget.	
<b>April</b>	School back to full staffing and all interventions have resumed.	Daily intervention sessions happening in KS2 with HLTA and EYFS & KS1 through TA and shared intervention TA	Progress data shows where interventions have been running longest the bigger impact on progress		
<b>May</b>		Daily intervention sessions happening in KS2 with HLTA and EYFS & KS1 through TA and shared intervention TA			
<b>June</b>		Daily intervention sessions happening in KS2 with HLTA and EYFS & KS1 through TA and shared intervention TA			
<b>July</b>		Daily intervention sessions continued right until the end of term. Resources/ staffing and time invested into ensuring that the level of work/ curriculum entitlement was the same as the children who were accessing school. Extra support and phone calls were made for those children needing to catch up to ensure that they were accessing provision.			





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EEF Tiered Support Areas	Planned Spend	Actual spend	Carry forward	Any different action	Impact
<b>1. Teaching</b>					
<i>CPD in support of quality first Teaching</i>	£395.00	395.00			Quality of CPD produced positive outcomes see data below in Targeted Academic Support section.
<i>CPD/ system leader support for specific intervention training</i>					
<i>Subject specific assessment release time for teachers to provide effective feedback to pupils</i>	£2963.00	2963.00			Quality of teaching to support interventions from the class teacher led to positive outcomes see data below in Targeted Academic Support section.
<b>2. Targeted Academic Support</b>					
<i>Staffing to provide small group tuition groups in KS1</i>	8363.00	8363.00			73% pass rate in Y1 phonics. End of KS1 data was in line with or above the 2021 NCER national data – See separate data overview.
<i>Staffing to provide small group tuition groups in LKS2</i>	4210.40	4210.40			Internal data shows that 50% of the pupils made good and better progress taking part in the LKS2 interventions however these year groups were the most affected by bubble closures with 3 periods of isolation in addition to the national lockdown Jan-March
<i>Staffing to provide 1:1 coaching for year 5/6</i>	5407.41	5407.41			100% of Y6 pupils taking part in the interventions made good or better progress with 76% making rapid progress. Of the Y5 children 88% made good or better progress with 76% making rapid progress.
<b>3. Wider Strategies</b>					
<i>Bespoke expertise in the use of technology</i>					
<i>Production of parental guidance materials</i>					
<i>Resources</i>	1861.19	1624.75	236.44	Training happened at end of year resources to be purchased in new budget.	
<b>Total</b>	£23200	22568.56			