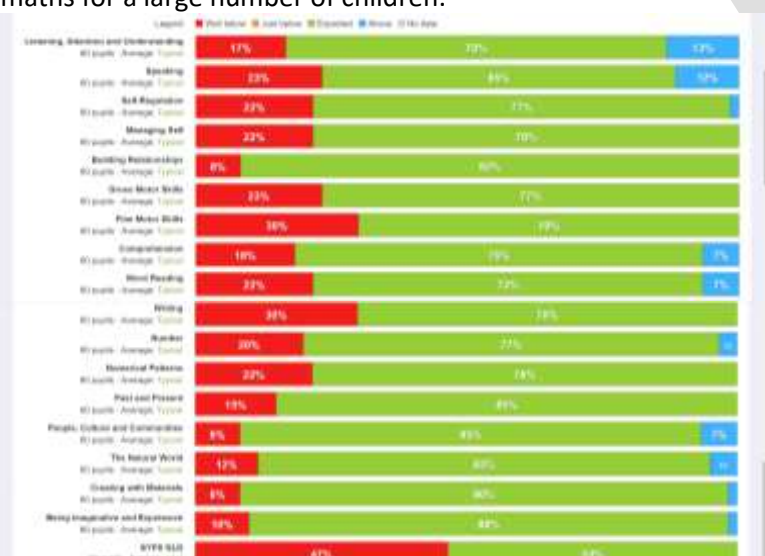


St. James' C of E Primary School

Catch up Planned Expenditure 2020-2021

Funding	Census Number: 409 x £80 per pupil = 32700 Payment 1 = £8280		
Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
EYFS	<p>On entry data is low in most prime areas of learning as there was no access to Nursery or playgroups over lockdown. Attainment is lower than expected for time of year. Lack of knowledge to support the areas of reading, writing and maths for a large number of children.</p>  <p>Areas of focus:</p> <ul style="list-style-type: none"> Fine Motor Gross Motor Writing Number Word 	<p>Reading, writing, maths prioritised. 1x TA am daily to support interventions/small group work T1,2,3-6 cost £5400</p> <p>Additional support and intervention included daily for areas of concern</p> <p>Diagnostic assessments and low stakes testing used as needed</p> <p>4-weekly PiCs to monitor progress and the effectiveness of interventions.</p> <p>Development of New Oracy21 project – tba</p> <p>Project delivered by Oracy 21 on behalf of GCC</p> <p>NELI project for EYFS being delivered by Catch-up TA and a YR/1 TA</p>	<p>GLD target met for at least 60-80%</p> <p>Children well-adapted to routines and settle quickly to work.</p> <p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Improvements in Prime area results, in particular speaking</p> <p>NELI project impacts on key areas as needed, training and delivery are effective</p>

	<p>Speaking</p> <p>School routines and expectations have been forgotten. Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown. Many children have spent long periods indoors with limited physical activity. Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p> <p>COVID-19 Support Guide for Schools click here supports our approach through their three strategies:</p> <ul style="list-style-type: none"> • Teaching and whole-school strategies • Targeted support • Wider strategies 	<p>VLE/Home Learning offer including links to RWI and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on TEAMS, paper resources provided for families without access to devices.</p> <p>Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems Attendance and punctuality monitoring and follow up systems in place. Parents kept informed. PHSE – GHLL Recovery curriculum – additional resources plus DGAT KS1/EYFS support Physical – daily outdoor activity, PE taught by coaches, after school club, Forest School Pastoral support (Trailblazers, TALC, NCLB) CPD focus – quality first teaching support programme SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress. Take part in all cohort review meetings for support and challenge. Use of Cheltenham Lincs project and use of resilience advocates</p>	<p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p> <p>Children with personal/emotional issues identified and supported through counselling by pastoral team, school use of trauma informed practice, Forest School.</p> <p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets. SEND children are well supported through involvement by the SENDCO, Pastoral Lead and Pastoral worker to support their needs. Bespoke support in place. TAS attached to EHCP effectively supervise and support needs of the pupils to ensure continued learning.</p>
1	<p>Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.</p>	<p>Reading, writing, maths prioritised. Additional phonics/reading sessions per week 2pm per week for key children and bespoke TA support as required</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line by Summer 2021. Phonics Screening outcomes at least in line with predicted GLD (60-70%) for cohort.</p>

	<p>Pupils need further support with basic skills, work across the EYFS curriculum as they did not get time to complete them, particularly prime areas of learning</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown. Many children have spent long periods indoors with limited physical activity.</p> <p>Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p> <p>COVID-19 Support Guide for Schools click here supports our approach through their three strategies:</p>	<p>Diagnostic assessments and low stakes testing used. 4-weekly PiC to monitor progress and the effectiveness of interventions.</p> <p>VLE/Home Learning offer, including online platforms, TT Rockstars, Jasmine Education, Phonics Play, Reading Eggs, weekly overview of learning including links and White Rose Maths. If bubble closed, video lesson intros from teachers, all work on TEAMS, paper resources provided for families without access to devices if requested</p> <p>Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems Attendance and punctuality monitoring and follow up systems in place. Parents kept informed.</p> <p>PHSE – GHLL Recovery curriculum – additional resources (Trailblazers, TALC, NCLB) Physical – daily outdoor activity, PE taught by coaches, after school club, Play Pod</p> <p>CPD focus – quality first teaching support programme</p> <p>SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress. Take part in all cohort review meetings for support and challenge. Additional 1:1 support for SEND pupils – coming out of school's existing</p>	<p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p> <p>Children well-adapted to routines and settle quickly to work. Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Children with personal/emotional issues identified and supported through counselling, Tic+, Forest School.</p> <p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p>
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	<ul style="list-style-type: none"> • Teaching and whole-school strategies • Targeted support • Wider strategies 	<p>budget: £15000 to support 1:1 every morning Pastoral and additional support 1 day per week – already funded.</p>	
2	<p>Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.</p> <p>School routines and expectations have been forgotten. Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.</p> <p>Many children have spent long periods indoors with limited physical activity.</p> <p>Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p> <p>COVID-19 Support Guide for Schools click here supports our approach through their three strategies:</p> <ul style="list-style-type: none"> • Teaching and whole-school strategies • Targeted support 	<p>Reading, writing, maths prioritised. Additional phonics/reading sessions weekly Diagnostic assessments and low stakes testing used 4-weekly PiCs to monitor progress and the effectiveness of interventions.</p> <p>5 TA mornings for catch up T4-5 cost £5400</p> <p>VLE/Home Learning offer, including online platforms, TT Rockstars, Reading Eggs, Phonics Play, weekly overview of learning including links White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.</p> <p>Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems</p> <p>Attendance and punctuality monitoring and follow up systems in place. Parents kept informed.</p> <p>PHSE – 'GHLL Recovery curriculum – additional resources DGAT Resources (Trailblazers, TALC, NCLB)</p> <p>Physical – lots outdoor activity, PE taught by coaches, after school club</p> <p>CPD focus – quality first teaching support programme</p> <p>SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress. Take part in all</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line by Summer 2021. Phonics Screening outcomes at least in line with predicted GLD (65-70%) for cohort.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p> <p>Children well-adapted to routines and settle quickly to work.</p> <p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Children with personal/emotional issues identified and supported through counselling and pastoral support.</p> <p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p>

	<ul style="list-style-type: none"> • Wider strategies 	cohort review meetings for support and challenge.	
3	<p>Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.</p> <p>School routines and expectations have been forgotten. Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown. Many children have spent long periods indoors with limited physical activity.</p> <p>Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p>	<p>Reading, writing, maths prioritised. Two phonics/reading sessions per day Diagnostic assessments and low stakes testing used 4-weekly cohort reviews to monitor progress and the effectiveness of interventions. 1 ½ days per week rapid intervention work T3/T5 Teacher Led support 1:1 and small group work Tuition delivered by NTP (National Tutoring Program – government endorsed programme 69 pupils over KS2 based on priority = £23000)</p> <p>VLE/Home Learning offer, including online platforms, TT Rockstars, Reading Eggs, Phonics Play, weekly overview of learning including links White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices. Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems Attendance and punctuality monitoring and follow up systems in place. Parents kept informed. PHSE – 'GHLL Recovery curriculum – additional resources DGAT Resources (Trailblazers, TALC, NCLB)</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021. Children well-adapted to routines and settle quickly to work.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p> <p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions. Children with personal/emotional issues identified and supported through counselling, Tic+, Forest School.</p>

	<p>COVID-19 Support Guide for Schools click here supports our approach through their three strategies:</p> <ul style="list-style-type: none"> • Teaching and whole-school strategies • Targeted support • Wider strategies 	<p>Physical – lots outdoor activity, PE taught by coaches, after school club</p> <p>CPD focus – quality first teaching support programme</p> <p>SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress. Take part in all cohort review meetings for support and challenge.</p>	<p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p>
4	<p>Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.</p> <p>School routines and expectations have been forgotten. Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown. Many children have spent long periods indoors with limited physical activity.</p>	<p>Reading, writing, maths prioritised. Two phonics/reading sessions per day Diagnostic assessments and low stakes testing used 4-weekly cohort reviews to monitor progress and the effectiveness of interventions. 1 ½ days per week rapid intervention work T3/T5 Teacher Led support 1:1 and small group work Tuition delivered by NTP (National Tutoring Program – government endorsed programme 69 pupils over KS2 based on priority = £23000)</p> <p>VLE/Home Learning offer, including online platforms, TT Rockstars, Reading Eggs, Phonics Play, weekly overview of learning including links White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices. Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021. Children well-adapted to routines and settle quickly to work.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p> <p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Children with personal/emotional issues identified and supported through counselling, Tic+, Forest School.</p>

	<p>Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p> <p>COVID-19 Support Guide for Schools click here supports our approach through their three strategies:</p> <ul style="list-style-type: none"> • Teaching and whole-school strategies • Targeted support • Wider strategies 	<p>Attendance and punctuality monitoring and follow up systems in place. Parents kept informed.</p> <p>PHSE – 'GHLL Recovery curriculum – additional resources DGAT Resources (Trailblazers, TALC, NCLB)</p> <p>Physical – lots outdoor activity, PE taught by coaches, after school club</p> <p>CPD focus – quality first teaching support programme</p> <p>SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress. Take part in all cohort review meetings for support and challenge.</p>	<p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p>
5	<p>Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.</p> <p>School routines and expectations have been forgotten. Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p>	<p>Reading, writing, maths prioritised.</p> <p>1 ½ days per week rapid intervention work T4/T6</p> <p>Teacher Led support 1:1 and small group work</p> <p>4-weekly cohort reviews to monitor progress and the effectiveness of interventions.</p> <p>Tuition delivered by NTP (National Tutoring Program – government endorsed programme 69 pupils over KS2 based on priority = £23000)</p> <p>VLE/Home Learning offer, including online platforms, TT Rockstars, Reading Eggs, Phonics Play, weekly overview of learning including links White Rose Maths. If bubble closed, video lesson intros from teachers, all work on VLW, paper resources provided for families without access to devices.</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with expectations by Summer 2021.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p> <p>Children well-adapted to routines and settle quickly to work.</p>

	<p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown. Many children have spent long periods indoors with limited physical activity. Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p> <p>COVID-19 Support Guide for Schools click here supports our approach through their three strategies:</p> <ul style="list-style-type: none"> • Teaching and whole-school strategies • Targeted support • Wider strategies 	<p>Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems Attendance and punctuality monitoring and follow up systems in place. Parents kept informed. PHSE – 'GHLL Recovery curriculum – additional resources DGAT Resources (Trailblazers, TALC, NCLB) Physical – lots outdoor activity, PE taught by coaches, after school club</p> <p>CPD focus – quality first teaching support programme</p> <p>SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress. Take part in all cohort review meetings for support and challenge.</p>	<p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Children with personal/emotional issues identified and supported through counselling, Tic+, Forest School.</p> <p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p>
6	<p>Many children have not accessed online or paper based learning provided by school during lockdown period. Attainment is lower than expected for time of year.</p> <p>School routines and expectations have been forgotten.</p>	<p>Reading, writing, maths prioritised. 1 ½ days per week rapid intervention work T4/T6 Teacher Led support 1:1 and small group work 4-weekly PiC to monitor progress and the effectiveness of interventions. Tuition delivered by NTP (National Tutoring Program – government endorsed programme 69 pupils over KS2 based on priority = £23000)</p> <p>VLE/Home Learning offer, including online platforms, TT Rockstars, Reading Eggs, Phonics Play, weekly overview of learning including links White Rose Maths. If bubble closed, video lesson intros from teachers, all</p>	<p>Children make rapid progress in basic skills so that attainment is broadly in line with FFT50 by Summer 2021.</p> <p>Parents have maximum access to key learning points each week and a range of resources to support their child's learning at home.</p>

	<p>Some parents are still concerned about safety in school. Mixed messages about current Covid situation lead to some children being absent unnecessarily.</p> <p>Some children and parents feel anxious about return to school. Children may have been affected by incidents which have occurred during lockdown.</p> <p>Many children have spent long periods indoors with limited physical activity.</p> <p>Some teachers/TAs may need support/coaching to enable them to best meet children's individual needs.</p> <p>SEND children will have additional barriers to settling to learn and making progress</p> <p>COVID-19 Support Guide for Schools click here supports our approach through their three strategies:</p> <ul style="list-style-type: none"> • Teaching and whole-school strategies • Targeted support • Wider strategies 	<p>work on VLW, paper resources provided for families without access to devices.</p> <p>Learning Behaviours – establishing of prior and new routines, expectations and behaviour systems</p> <p>Attendance and punctuality monitoring and follow up systems in place. Parents kept informed.</p> <p>PHSE – 'GHLL Recovery curriculum – additional resources DGAT Resources (Trailblazers, TALC, NCLB)</p> <p>Physical – lots outdoor activity, PE taught by coaches, after school club</p> <p>CPD focus – quality first teaching support programme</p> <p>SENDCO to monitor all support plans and ensure strategies and interventions are in place. Monitor progress. Take part in all cohort review meetings for support and challenge.</p>	<p>Children well-adapted to routines and settle quickly to work.</p> <p>Parents confident to send children to school on regular basis. Attendance at maximum allowing for restrictions.</p> <p>Children with personal/emotional issues identified and supported through counselling, Tic+, Forest School.</p> <p>Lesson/work monitoring shows that planned lessons are pitched effectively.</p> <p>SEND children make good progress and are rapidly meeting support plan targets.</p>
	Impact measures		
	Year Group	Autumn	Spring
			Summer

EYFS	Phonics assessment points completed. Phonics tracking shows all pupils making progress Reading assessments Baseline		Informal baseline
1	Phonics assessment points completed. Phonics tracking shows all pupils making progress	Phonics assessment points completed. Phonics tracking shows all pupils making progress	Phonics assessment points completed. Phonics tracking shows all pupils making progress
2	Phonics assessment points completed. Phonics tracking shows all pupils making progress	Phonics assessment points completed. Phonics tracking shows all pupils making progress	Phonics assessment points completed. Phonics tracking shows all pupils making progress
3	Phonics assessment points completed. PTE PTM tests – standardised tests Low Stakes testing for core areas of learning or particular strategies e.g. spelling tests, Maths end point assessment, times tables	Low Stakes testing for core areas of learning or particular strategies	Low Stakes testing for core areas of learning or particular strategies
4	Phonics assessment points completed. PTE PTM tests - standardised tests Low Stakes testing for core areas of learning or particular strategies e.g. spelling tests, Maths end point assessment, times tables	e.g. spelling tests, Maths end point assessment, times tables	e.g. spelling tests, Maths end point assessment, times tables
5	PTE PTM tests - standardised tests Low Stakes testing for core areas of learning or particular strategies e.g. spelling tests, Maths end point assessment, times tables	Low Stakes testing for core areas of learning or particular strategies	Low Stakes testing for core areas of learning or particular strategies
6	PTE PTM tests Low Stakes testing for core areas of learning or particular strategies e.g. spelling tests, Maths end point assessment, times tables	e.g. spelling tests, Maths end point assessment, times tables	e.g. spelling tests, Maths end point assessment, times tables
Agreed with Trust on:			