



Catch-up funding – planned expenditure

Amount of funding based on 217 pupils = £17,360

Due to the COVID 19 pandemic and the subsequent impact on children's education due to the period of lock down school will be receiving from the government an additional amount of money to provide catch-up support during the 2020-2021 academic year. It aims to support children to catch up for lost learning during lockdown and enable schools to meet the curriculum expectation for the next academic year. At Sun Hill Junior School, in order to ensure that we use the additional funding in the best possible way, we have considered closely the research and advice put forward by the Education Endowment Fund (EEF) and used a variety of assessment of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

What we're doing for all pupils

- Class assemblies focusing on wellbeing and mental health
- Class discussions and circle time to discuss worries and concerns related to lockdown or coronavirus
- Each year group and phase will be using assessment for learning and adapting medium and short term planning to meet the needs of the children
- Planning to incorporate key learning that was missed from previous year's curriculum
- Monitoring from SLT will be done through pupil progress meetings, drops ins, work scrutiny and an SLT monitoring overview.
- An updated assessment system is being developed where gaps in learning for individuals and cohorts can be easily identified.
- Focus on all pupils particularly disadvantaged children including not only how we optimise the learning for all learners but also the wider pastoral and family support needed
- Identifying how lockdown has affected behaviour, attendance, attitudes to learning and how we re-establish school routines and positive learning habits.
- Quickly establishing starting points for individuals and adapting planning to meet children's needs.
- A full data staff meeting will be diarised to go through this.

Identified need	Strategy and rationale	Implementation	Cost	Desired impact
Children's transcription skills and stamina in writing reduced since lockdown	Purchase 'Letter join' to provide consistent approach to handwriting for all children across the school.	'Letter join' to be used to teach handwriting and incorporate spellings within the sessions. Lessons can focus on gross and fine motor skills where needed. It will also provide a link with remote learning with access through Google classroom. A designated member of staff will be carrying out weekly handwriting sessions.	£380	Children's gross and fine motor skills have improved and teaching of handwriting is consistent across the school resulting in improved handwriting and presentation for all children.
Children's literacy skills in reading, writing and spelling	Literacy adviser to work with each year group in looking at gaps in learning and planning to close the gaps in reading, writing and spelling. To look at current 'text drivers' and adapt to help 'bridge' the gap between year group curriculums.	Each year group to meet with literacy advisor in the Autumn term to look at books, planning and assessment. Year groups to act upon advice given when planning future learning journeys. SLT to monitor impact through book scrutiny, pupil progress meetings and learning walks. Literacy advisor to meet again with each year group in Spring 2 to moderate teacher and SLT judgements of the children's attainment and progress and plan for next steps. Teachers in consultation with Literacy lead to adapt text drivers in reading and writing to help bridge year group curriculums.	16 x ½ day cover @ £90 (£1440) + 8 x £345 (£2760) = £4220	Assessment for learning is used effectively to identify children's starting points and planning is subsequently adapted to meet the needs of all children. Curriculum gaps will be addressed through careful text choice and planning. Children's gaps in knowledge, understanding and skills will be addressed to ensure they are working at expected standard for their age.
Gaps in children's mathematical	Maths adviser to work with each year group to look at gaps in learning	Each year group to meet with maths advisor in the Autumn term to look at planning, assessment and the use of concrete and	4 x ½ day cover @ £90 (£360) + 4 x	Maths planning and teaching will be targeted towards the needs of the children.

<p>knowledge around the four operations and place value</p>	<p>and planning to close identified gaps.</p> <p>Blocked intervention of Plus 1 and Power 2 for those children significantly behind in maths.</p>	<p>pictorial representations to support and scaffold learning. Year groups to act upon advice given when planning future learning journeys. SLT to monitor impact through book scrutiny, pupil progress meetings and learning walks. Maths advisor to meet again with each year group in Spring 2 to moderate teacher and SLT judgements of the children's attainment and progress and plan for next steps. Maths Leader to carry out training with LSAs to support their CPD and ensure they understand the different strategies being used in class. Additional times table teaching to support those children who have gaps in their understanding of times tables up to 12x12.</p>	<p>£345 (£1380) = £1740</p>	<p>Planning will be adapted to follow advice given by maths advisor.</p> <p>Gaps in learning will be identified and curriculum adapted to ensure coverage for those gaps.</p> <p>Children's gaps in knowledge, understanding and skills will be addressed to ensure they are working at expected standard for their age.</p>
<p>Phonics knowledge particularly in year 3 and 4</p>	<p>Literacy Leader to attend a 4 part Junior School Phonics Project. Children, particularly in lower school have gaps in their phonics knowledge and this is impeding their progress in reading, writing and spelling.</p>	<p>Literacy leader to lead three training sessions in school to develop teacher's knowledge and understanding of phonics and how to teach and support children in learning phonics. Teachers will be provided with gap tasks to implement and follow-up sessions to evaluate success of phonics teaching.</p>	<p>£175 + 4 x ½ day cover @ £90 (£360) = £535</p>	<p>Children are targeted for phonics intervention. Teachers' subject knowledge of teaching phonics is developed further.</p> <p>Targeted children make more than expected progress to ensure they are closing the gap.</p>
<p>Gaps of key skills in reading, writing and maths</p>	<p>Education Endowment Fund suggests there is extensive research supporting the impact of</p>	<p>Teacher to work with disadvantaged and those children who have large gaps in learning due to lockdown and absence from</p>	<p>(£90 half day cover.)</p>	<p>Intervention sessions with teacher will feed into targets within the classroom to help</p>

	<p>1:1 and small group tuition as a catch up strategy. There we will ensure that teachers have time to work with individuals and small groups to help close vital gaps in literacy and maths knowledge and understanding. Supply teacher used to take classes to give teacher time.</p>	<p>school. This targeted intervention will take place during the Spring terms. Teacher will provide individual and small group targeted intervention with targets the children will bring back into the classroom.</p>	<p>15 sessions per teacher = 10,800</p>	<p>close gaps across the curriculum. Percentage of children at expected standard will be higher and more children will be close to the expected standard by the end of the year.</p>
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