



## Larks Hill Primary Catch-up Plan – 2020/21

**Rationale:** Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. In order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF, DfE and used timely assessments 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.

EEF recommend strategy	School rationale	Implementation	Cost	Expected impact/outcome
One to one and small group tuition/mentoring – National Tutoring Programme tutors to be identified, to deliver Maths and English interventions.	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition/mentoring as a catch-up strategy.	Weekly 1:1 Maths coaching sessions that are bespoke to pupils’ learning needs. This intervention has a proven track record of success with our Y6 children and would be rolled out across KS2	£6000	Children who need more focused 1:1 support in their Maths learning would benefit from this and these children would accelerate their progress in order to progress from working below age related to attaining at age related expectations.
Rising Stars – ‘SNAP SEND, Behaviour and Well Being’ pack.	To assist with the diagnosis of any learning support issues, so as to ensure children who are experiencing barriers to their learning are fully supported and are making the expected levels of progress.  Whole school approach.	SENDCo and class teachers to have access to a bank of SEND diagnostic assessments and resources.  Class teachers to be able to create bespoke learning adjustments for the children on the SEND register.	Rising Stars – ‘SNAP SEND and Well Being’ bundle.  £750	Children who are assessed as requiring additional learning support input are able to make the expected levels of progress in Reading, Writing and Maths.
NFER assessment resources.	There is extensive evidence supporting the impact of	The NFER assessment resources would be used to	£2400	This would allow children who may not have access to



	high-quality 1:1 and small group tuition/mentoring as a catch-up strategy.	provide a detailed diagnostic of pupils learning.  Assessment resources for Y1, Y3, Y4 and Y5.  The 'gaps' in pupils learning can be easily identified and this will feed into the delivery of the one to one tuition that will be provided		focused tutoring opportunities to take advantage of this for 'free.' Children who are in the bottom 20% and vulnerable learners will close the gap to their peers and a higher proportion of these children will attain in line with age related expectations or above.
SumDog Online Learning Resource	An online learning platform which provides maths and spelling learning challenge and interventions.	The purchase and implementation of online learning platform.	£1000	By ensuring that children have access to quality maths at school and at home, supplementing the learning they are doing in school and homework activities, with differentiated challenges and tasks set by the teacher at their level.  We are expecting the impact to be accelerated progress in maths across school.
Read Write Inc Phonics Scheme  Supporting parents and carers with home learning.	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school.  Providing additional books and educational resources to families, with support and guidance, may also be helpful	The purchase of additional sets of RWI phonic reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules.	£4000	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the



	<p>– for example, offering advice about effective strategies for reading with children.’</p>	<p>The purchase of additional ‘pre-reading’ Sound Blending Books and Book Bags.</p> <p>Virtual RWI Classroom subscription and Staff CPD library.</p> <p>Additional sound blending teaching resources as advised by the RWI development officer.</p> <p>Additional free reader books to support and develop the greater depth reading comprehension.</p> <p>RWI Comprehension package for EYFS and KS1.</p>		<p>children’s reading and phonics ability.</p> <p>Ongoing staff CPD will lead to improved delivery of session.</p> <p>Interventions will be able to be shared with parents.</p>
<p>White Rose Maths Hub Consultant</p> <p>Maths resources and apparatus</p>	<p>To meet with Maths leader (RM) to undertake a Maths audit.</p>	<p>Design a whole school approach to Maths delivery – Why this/Why now/What do our children need to know to succeed at Maths.</p> <p>Specific ability groups to be targeted and challenged at the greater depth standard.</p> <p>Acquire a range of new maths resources and manipulatives to support the delivery of the Maths scheme</p>	<p>6 Days of WRM consultancy at £250 per day.</p> <p>£1500 – Consultancy</p> <p>£750 -Maths apparatus/manipulatives</p>	



		– a particular focus on SEND children.		
		<b>TOTAL PROJECTED COST</b>	<b>£16,400</b>	
		<b>TOTAL BUDGET</b>	<b>£16,400</b>	
		<b>SURPLUS</b>	-	