



**HIGH HESKET C of E SCHOOL (VC)**  
**Action plan for the use of DfE Catch Up Funding**  
**2020-2021**

**Focus outcomes have been identified by:**

- Formal and informal assessment
- Observations by teachers and teaching assistants
- Informal discussions with parents
- Engagement with the Education Endowment Foundation research
- DfE guidance and resource materials

**Impact will be evaluated through:**

- Ongoing informal assessment
- Comparison of baseline assessment materials (Autumn term) to formal end of year assessment (Summer term)
- Discussions with class teachers and teaching assistants

**As per the EEF guidance 'Covid-19 support guide for schools', we will endeavour to utilise catch up funding across three main areas:**

1. Teaching and whole school strategies (supporting great teaching, pupil assessment and feedback)
2. Targeted approaches (one to one and small group intervention, intervention programmes)
3. Wider strategies (supporting parents and carers, access to technology)

Summary:			
Number of pupils: 179		Associated planning documents: School Improvement Plan, Pupil Premium Plan, Remote Learning Plan, Recovery Curriculum	
Scope of the plan:			
1. Universal provision utilising catch up funding		2. Targeted provision via the National Tutoring Programme	
Action plan:			
Action:	Outcome:	Steps to achieve:	Estimated % of designated budget:
To address any gaps in mathematical knowledge due to lockdown restrictions for schools.	All relevant children will be given the opportunity for appropriate revision of missed objectives and/or focussed intervention	<ul style="list-style-type: none"> <li>• YR-Y6 to utilise White Rose Maths sequence of learning to enable revision opportunities</li> <li>• Use of White Rose Maths workbooks to provide consistency with any remote learning and to address revision opportunities</li> <li>• Staff to utilise assessment and observation opportunities to identify learning needs within classes</li> <li>• Assessment materials to identify gaps</li> <li>• Intervention materials to be sourced and disseminated to staff</li> <li>• Timetable of additional intervention to be generated and staffing of groups to be provided</li> </ul>	40%

To address any gaps in reading and writing skills due to lockdown restrictions for schools.	All relevant children will be given the opportunity for appropriate revision of missed objectives and/or focussed intervention	<ul style="list-style-type: none"> <li>• Purchase of whole school license for Whole Class Reading CPD</li> <li>• Introduction of whole class reading sessions to increase access to reading opportunities</li> <li>• Staff to utilise assessment and observation opportunities to identify learning needs within classes</li> <li>• Intervention materials to be sourced and disseminated to staff</li> <li>• Timetable of additional intervention to be generated and staffing of groups to be provided</li> <li>•</li> </ul>	40%
To provide increased opportunities to offer activities linked to the prime area of 'communication and language' within EYFS.		<ul style="list-style-type: none"> <li>• Identify key resources necessary to provide communication and language opportunities (e.g. building blocks)</li> <li>• Plan and facilitate small group session using resources designed to provide opportunities for supported discussion</li> <li>• EYFS staff participation in The Poetry Basket online CPD</li> <li>• Use of The Poetry Basket materials within class to develop speaking and listening skills</li> </ul>	15%
To provide access to the National Tutoring Programme for eligible pupils where appropriate.	Eligible pupils will receive individual tutoring through the NTP.	<ul style="list-style-type: none"> <li>• Sign up for NTP updates and engage with guidance when released</li> <li>• Identify eligible pupils</li> <li>• Facilitate engagement with NTP</li> </ul>	5%

### Roles and Responsibilities:

Teachers / Teaching Assistants	Identify needs within class Identify suggested approaches / resources
Subject Leaders	Identify intervention resources for subject areas Identify relevant CPD
Key Stage Leaders	Formulate intervention timetable Liaise with class teachers to
Headteacher	Organise staffing requirements Record expenditure Monitor impact