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**Wildridings Primary School**

**Catch up funding plan 2020 - 2021**

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| **Academic Year:** 2020/2021 | | **Total fund allocated:** £32,000 (400) | | | **Date Updated:** September 2020 | | |
| **Catch up funding in a nutshell:**  Our aim is to ensure our children return to school happy, confident, enthiusiastic and ready to learn. The funding will enable us to take that foundation and drive forward to ensure all of our children are being given the best possible opportunities. The catch up funding is going to be used at Wildridings to ensure that ALL children have access to additional support. We have already identified our key children who have ‘fallen behind’. However, these children are all of varying abilities and the funding must be used appropriately. Due to the current situation there are gaps in learning but we are also finding that when children are off school this year due to COVID-19, there are also gaps in this current year. As a team we are excited and driven to ensure we achieve our aim and that is to ensure all of our children are able to be the best that they can be. | | | | | | | |
| **School focus:**  **(What is the intervention?)** | **Actions to achieve:**  **(What will the intervention look like?)** | | **How long?** | **Funding allocated (£):** | | **Evidence and impact:**  **(What are we hoping to achieve?)** | **Sustainability and suggested next steps:** |
| Training for continual provision – both virtual webinars and also STEP support.  This is also to include some resources for GDS out door learning. | Continual provision has been set up across both year 1 and year 2. We would like a half termly visit from our STEP to help support us on our journey in developing an excellent continual provision. The STEP support would provide key targets and areas for developemt over the next 12 months and links into our school development plan.  The resources will enable our continual provision to allow a higher level of thinking and engagement for the children. | | 12 months | £3,000  Incuding webinar training. | | We are aiming to develop an excellent continual provision across Year 1 and Year 2 enabling children to develop their SE skills; resilience, independence and wellbeing. This way of learning is key to developing the way we want our children to develop at Wildridings. | This is a long term project and one we are keen to embed further over the next two years. |
| Training for Voice 21 | We would like to provide training for our Team leaders in Voice 21. Our catch up curriculum this year is focusing on wellbeing and oracy.  The Team leaders will then be able to train the team from their knowledge and understanding. | | 24 months | £1,200 | | A stronger focus on oracy will be evident throughout our curriculum. Children’s confidence and self belief will improve and in turn will support progress and attainment. Oracy opportunities will allow children time to reflect, share, talk, present, opportunities to be with their peers and express themselves through their learning. | We are aiming to become a Voice 21 scool with Oracy at our core. |
| Sounds-Write training for Key Stage 2 | Provide Sounds-Write training for 16 Upper key stage members of staff. We have trained 70% of our staff in our new phonics scheme and the impact has been incredible. To help support the children further up the school with their English, we need the staff to have the same quality training others have had and ensure the children receive the phonics and vocabulary knowledge they need to progress. | | Ongoing | 15 x £440  £6,200  + Cover costs = £1000  £7200 | | As mentioned before the impact of Sounds-write has been incredible. We want all of our children to have access to this resource and it is vital that the staff in upper school are confident in the delivery to ensure the children are being provided with the absolute best opportunities to succeed. | We will be a Sounds-Write school by the end of 2021. This is an ongoing project. |
| Natalie Clarke to provide additional support in Year 6 | Providing an additional adult during PPA for Year 5 and 6 will enable more interventions to take place focusing on practical application of maths and also structuring of writing. | | Term by term | £130 per week x 23 (June half term)  £2990 | | Identified children will grasp concepts quickly and show a good understanding of the methods demonstrated. The children will transfer this knowledge into class. | This will be evaluated at the end of each term. |
| Teachers to run after school boosters for their bubble | Pay teachers to provide booster sessions for individuals / groups after school. These sessions would last an hour and would be aimed at identified children. | | Termly | Spring term  £51 per hour per teacher based on UPS 3 | | Teachers will provide high quality interventions for children in ther bubbles. Impact will be measured and recorded. | Sustainable but may return to offering days in lieu. |
| Employ a PE coach to free teachers to run booster groups for identified children. | Employing a PE coach to teach high quality PE sessions. This in turn would free class teachers to deliver interventions to their identified children. | | Termly | £420 per week  £2940 | | Teachers will provide high quality interventions for the identified children. Impact will be measured and recorded. | This would be an option for 12 months. |
| TA’s to dismiss class and teachers to run pre teaching sessions from 15:00 – 15:30. | Due to the current climate TA’s can dismiss the children at the end of the day. Teachers to use this time to identify key children in their class to provide additional learning opportunities for their children. | | Termly | No Cost | | Again, high quality time for the children to be with their class teacher and to work on key areas of learning. | 12 months until the school day return sback to ‘normal’. |
| Lowest 20% to be read with daily as a non-negotiable. | Identify the lowest 20% of the class/bubble and ensure they are read with everyday. There are different ways in which to ensure this can happen without having too much mpact on the timetable. E.g. allocate a set number of children to adults in your year group. | | 12 months | No Cost | | Each child makes significant progress in reading over the next 12 months. | Non-negotiable moving forward. |
| Utilise the adults in breakfast club and specifically invite children to attend for tuition. | Speciifc groups of children to be invited to breakfast club. The club is well staffed and numbers currently are low due to the COVID 19. Two of the four adults would run interventions every morning. Phonics and or maths. | | Half termly | £134 per week  £3886 | | Children in identified groups will make accelerated progress in reading and or maths. | 12 months only – depending on numbers of children attending breakfast club. |
| Lego therapy for EYFS | Lego therapy is proven to help support children. We would like to explore the possiblilty of accessing training to then use in the EYFS setting for our identified children to help develop their social competence. | | 12 months | 5 x £149 per delegate  £745 | | Lego therapy will be used in the EYFS setting, supporting children’s wellbeing and developing social competence. | Ongoing. |
| Provide Forest Schools for the children | We would like to implement Forest Schools at Wildridings to improve learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts. We currently have access to a similar program but we would like something more consistent for our children. | | 29 weeks | £7852.62  4 afternoons a week. | | Identified children will have opportunities they would not get anywhere else. In turn learn new skills, work closely with other children and develop a passion for the outdoors. | This is something that we may be able to invest in next year. |
| Invest in a handwiritng package to establish a consistent approach across the school | Investing in a handwriting package to ensure a consistent approach across the school and to provide children with time to practice, learn and re-learn.  It is also vital at this time to build childrens stamina in writing and fine motor skills due to the time away from school. | | Ongoing | £600 | | Handwriting will be delivered consistently across the school to a high standard and children will develop their fine motor skills and stamina for writing over the year. | School approach. |
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