



As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Area to address	Link to School Development Plan (where appropriate)	What are we going to do?	Linked member(s) of staff	Funding amount
Widening gaps for some children with additional educational needs (SEND, SEMH) in Key Stage 2.	<p>Establish gaps in children’s learning and put in place plans to enable all children to close their attainment gap following the COVID-19 lockdown.</p> <p>Ensure that provisions are effective and timely for these children.</p>	<p>Engage the services of Targeted Provision (via the National Tutoring Programme) to deliver a 10 week block of 1:1 tuition for 10 children.</p> <p>These tutoring sessions will be an hour in length and will take place online <b>outside of the school day</b> so that children can access the support from home.</p>	Nikki Hill Katie Turner Lara Hudson	£1250
Security of phonic understanding for some children across the transition phase Y2, Y3, Y4	Ensure progressive approach to phonics teaching.	<ul style="list-style-type: none"> <li>• Y3 phonics training for staff.</li> <li>• Up to date reading scheme books for Y3 and Y4.</li> </ul>	Jane Holmes Annabel Saladino Deb Morrish Kate Hill	Project X intervention £1800
Gaps in basic skills – reading, writing and maths for a number of children. This impacts on their ability to access the	Establish gaps in children’s learning and put in place plans to enable all children to close their attainment gap following the	<ul style="list-style-type: none"> <li>• English and Maths intervention (Y4 and Y5) during mornings.</li> <li>• Make use of Can Do Maths support on 1:1 basis for appropriate year groups.</li> <li>• English/Maths intervention could include elements of pre-teaching.</li> </ul>	Helen Whitelock Y4 team Y5 team English team Maths team Katie Turner	£15,800 (20 hours per week)





			Nikki Hill and Nicky Farrow	£47.92 x 13 weeks = £622.96
Impact on children now needing to also attend wraparound care after a long period of absence. Increasing elements of inappropriate behaviour linked to limited range of outdoor play equipment.	Need to regulate and structure children's outdoor play during Kids' Club.	<ul style="list-style-type: none"> <li>Collapsible football goals.</li> <li>Bikes/Scooters.</li> </ul>		Bikes purchased £328.68
To develop and extend children's vocabulary in reading and writing.	Establish gaps.	<ul style="list-style-type: none"> <li>Purchase Year group dictionaries and thesauruses.</li> </ul>	Deb Morrish	£958.80
Influx of diagnosed dyslexia this year and with the time off with COVID we need to do targeted catch up, with appropriate readers.	Establish gaps in children's learning and put in place plans to enable all children to close their attainment gap following the COVID-19 lockdown.	<ul style="list-style-type: none"> <li>Purchase the following:  Totem books Alba books Moon Dog books</li> </ul>	Katie Turner	£45 £45 £60
The needs of some children have become more pronounced during the extended time away from school.	Establish gaps in children's learning and put in place plans to enable all children to close their attainment gap following the COVID-19 lockdown.	<ul style="list-style-type: none"> <li>Purchase 3 x total visits with private Educational Psychologist.</li> </ul>	Katie Turner	£2550



Specific emotional needs.	Emotional support.	<ul style="list-style-type: none"><li>• Purchase play therapy sessions.</li></ul>	Katie Turner	£650
The needs of some children have become more pronounced during the extended time away from school	Establish gaps in children's learning and emotional stability and put in place plans to enable all children to close their attainment gap following the COVID-19 lockdown.	<ul style="list-style-type: none"><li>• Fixed term academic/pastoral TP support for one year group (18 hours per week for 8 weeks).</li></ul>	Nikki Hill	

Running total

£28,973.76 1625