



1. Summary information			
School	Beech Hill Primary School		
Academic Year	2020-2021	Total Catch up fund	£33,280
Total number of pupils	448	Number of pupils eligible for PP	216

<u>Planned Expenditure</u>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Total Cost
Year 1 pupils to successfully access the Year 1 curriculum.	Year 1 to operate 'continuous provision' to allow children to build social skills and meet the ELGs in the prime areas. Purchase resources to support continuous provision.	Many children are still working towards the ELG. The resources we have requested will allow the children to build up their independent skills through continuous provision, whilst practising basic skills such as counting, number recognition, fine motor control and letter recognition. Resources will also be used for interventions to help close the gaps	Progress will be monitored using the EYFS grids and Y1 national curriculum grids.	July 2021	£200

		even further and help the children to access the Y1 curriculum.			
Empower parents to better support their child with reading at home.	Provide high quality phonics resources in school for children in KS1. For those in higher year groups, these should be personalised based on individual needs. Order RWI 'book bag books' for children in Early Years. Provide children in Early Years and KS1 with RWI flashcards.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. <i>Education Endowment Foundation.</i>	Monitor progress in reading across school. Monitor high quality teaching of phonics. Offer workshops for parents to help them support their child's reading. Publish regular videos for parents to show them how best to utilise resources at home.	April 2021 <i>During lockdown in 2021, feedback from parents on the phonics cards was very positive. Parents said it allowed them to regularly practise sounds with their child and remember the 'rhymes' that go with them. We also saw photos and videos of children using the cards to practise their phonics uploaded to Dojo and Tapestry.</i> <i>New RWI books are allowing us to more closely match the books that go home with the children's learning in phonics. Sound blending books are also a valuable resource for children who are not yet confident in blending, as they are much less daunting than a full book.</i> <i>We have been unable to offer face to face workshops</i>	£2,500 – Home readers £1,107.82 – phonics cards for home

				<i>due to ongoing restrictions. However, we posted regular videos to demonstrate using phonics cards to play games.</i> <i>Next step: Use parents evening as an opportunity to reinforce the importance of reading at home and things they can do to help their child.</i>	
Build children's resilience and emotional wellbeing following Covid-19.	Provide extracurricular activities in school in place of residential trips. All KS2 to have opportunities with Explore4All in school in place of residential trips. Year 5/6, later in the year, to access a day trip. Purchase books to support emotional wellbeing, to be used both as a whole class or in small groups for children identified as	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. <i>Education Endowment Foundation.</i> Social and Emotional interventions have an	Evidence of successful trips linked to wellbeing and resilience. Feedback from children.	July 2021	£3000 - books. Trips and Explore4All- TBC £200 - Safe space

	needing additional support in this area Ensure that Christmas in school is a magical time for all children through Christmas spirit in every class, Christmas books and learning linked to Christmas. Create a safe space in the main building for children who are struggling emotionally.	identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.			
Improve outcomes for children in Year 1-6 in reading, writing and maths.	TAs to deliver high quality interventions linked to current learning and basic skills. Purchase tables to provide additional space for high quality interventions. Upskill TAs through CPD e.g. White Rose 'Brunch', Read Write Inc training.	Research which focuses on teaching assistants who provide one to one or small group support shows a positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. <i>Education</i>	Monitor progress. High quality interventions.	July 2021	£4000 – tables, resources, CPD £5411.25 - NTP

	Maths catch up boxes will be available for interventions and will include base ten, cubes, counters and numicon. National Tutoring Programme begun in April 2021 for 15 weeks- 110 children across school.	<i>Endowment Foundation.</i>			
Children in Reception to catch up to Age Related Expectations in all areas.	An additional adult 2 x mornings a week in Autumn term to release teachers to complete interventions based on phonics and sound awareness skills. Weekly 'challenge' videos on Tapestry to complement weekly learning. Follow White Rose maths scheme of learning.	39% of children in Reception were working at ARE in reading and 49% in writing. 32% were working at 30-50D months (slightly below) ARE. The majority of these children have the potential meet ARE once the gaps are worked on. Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months'	Ensure that interventions are targeted to specific gaps in knowledge/skills. Monitor progress of children involved in interventions. Monitor parental engagement on Tapestry. Regular planning meetings and evaluations. Ensure high quality videos on Tapestry to model use of resources.	January 2021 <i>The additional adult 2x mornings a week in Reception allowed more time for developing language and social skills through play, and also allowed teachers to complete additional phonics based activities. Baseline data showed that on entry children lacked basic sound awareness skills due to missed time in Nursery.</i> <i>By the end of Autumn term, 49% of children were on track to meet the ELG in Reading (up from 39%) and 59% were on track in Writing (up from 49%). Despite only</i>	£1,930 – Reception TA for 20 weeks (Autumn 2, Summer term) £121.10 - Nursery packs

		progress. The approach appears to be particularly beneficial for children from low income families. <i>Education Endowment Foundation.</i>		<i>running for 7 weeks, this shows that the interventions had a positive impact. We will therefore continue next term in order to target the children still working slightly below to meet ARE.</i> Review again in July 2021.	
Improve communication and engagement with children and families during January 2021 lockdown.	Zoom education purchased for use during lockdown to encourage participation, engage learners and check wellbeing. Continue weekly calls for children who aren't appearing to engage with home learning. Intervention packs sent home for children with particular needs e.g. fine motor skills, handwriting.	At the beginning of lockdown 2021 a parental survey was sent home to establish needs, wants and areas to improve. Parents requested more face to face time with staff to boost morale and improve wellbeing.	Monitor engagement on zoom calls. Ensure staff are keeping note of children with particular needs	Parental survey will be completed post lockdown 2021. <i>Discussion with parents during parental reviews states the parents were happy with communication received during lockdown. Class Dojo is still a vital tool for continuous discussions with parents.</i> <i>A post lockdown survey with children indicated those which may need additional educational and emotional support- information passed to teachers and, where appropriate, used to formulate groups for National Tutoring Programme.</i>	£1,728 – Zoom £240 – Laptop adaptors

