

Highwoods Primary 'Catch Up' Spending Plan.



Area of investment	Proposed Financial commitment Actual spend to date in red.	Milestones
<p>Small group tuition. Sessions planned by the teacher and delivered by LSAs in year group bubble.</p> <p>This will be for all year groups from Year 2 upwards.</p>	£11,000	<p>Autumn term 2: Teachers have assessed new children in class and the select children for tuition groups; staff meeting time used for year group teams to identify either reading, maths or SPAG focus. 5 weeks tuition with 2 sessions per week to start 9/11/2020. 1 additional session paid for before tuition starts so teacher and tutor can plan together (wk of the 2/11/2020)</p> <p>Summer term 1- 2nd round of tuition Summer term 2- 3rd round of tuition</p> <p>98 children have received tuition coaching in either maths, reading, writing or SPAG.</p>

		This cost includes resources to support sessions e.g. White Rose maths work booklets
Extra LSA support (two afternoons) for Year 4 children due to increase in one plans and regression in learning in RWM	£2000	LSA support to deliver interventions for children on a one plan
Maths resources for infants	£1000	Tens frames/numicon/White Rose Maths materials to support subject with largest gaps and areas of regression in children since lockdown return.
New infant reading scheme	£4000 £3000	Autumn term 2- review existing phonics scheme (Sarah Halls and Hannah Harbord) Spring 1- Purchase new reading scheme/new books to complete existing scheme to allow pupils to have books that match RWI session and apply skills learnt in sessions; improve the quality of reading scheme books in juniors Stage 8-11 and 'black label free readers'.
Phonics support sessions (Year 1 and 2 focus) and assessment of phonics	£1500 £0	Spring 1 Additional phonics sessions for children who are in danger of not 'passing' check or are not making expected progress in phonics (Year 1 and 2 children) Release time for phonics lead to assess pupils.
Play therapy sessions and new nurture room	£2000 additional funding for play therapy	Autumn 1- 10 children receiving an hour a week play therapy session with Rachel Davies Autumn 2- review children receiving support and adjust accordingly; assess other pupils for intervention.
Funding for additional software to support pupils with remote learning	£3000	Autumn 2- purchase 10 tablets to allocate to pupils who do not have access to internet or devices for home learning.

Additional reading books for class and school libraries	£2000 £2000	Purchase new books to encourage pupils to read and engage with reading. Have theme weeks to promote reading- horror section at Halloween, WW2 section on remembrance day, Festive section at Christmas, Books to celebrate Eid
Whole class reading book sets Increased focus on reading has resulted in children completing books quicker than expected. Purchase new class set of books. Also purchase each year group a new class set of Christmas/festive reading books:	£1500 £1500	Autumn 2 (December book) Foundation Stage and Year 1- Festive section in class library Year 2- Winnie The Witch Christmas book- Winnie and Wilbur meet Santa by Valerie Thomas Year 3- The Snowman (Michale Morpurgo version) Year 4- The Christamsaurus (Tom Fletcher) Year 5- The Boy called Christmas (Matt Haig) Year 6- Miracle on Ebenezer Street (Catherine Doyle)
Pastoral support for children who require emotional and social development due to long term isolation and COVID	£1500	6 families being funded to allow children to attend holiday clubs where they will be interacting with peers, receiving extra adult support, have opportunities to play with others and play in large outdoor spaces.

Rationale for our approach to catch up funding at Highwoods:

Research evidence to support our vision:

<https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum>

<https://cyps.northyorks.gov.uk/sites/default/files/School%20improvement/2017%2018%20Achievement%20Unlocked%20Summary%20Update%20Report%2025.6.18.pdf>

We used Marc Rowland's research in our CPD to support all staff about supporting pupils who are defined as disadvantaged. This included his webinar which was used in staff meetings with all teaching and non teaching staff. This has also been shared with Governors.

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20tui

Highlights the impact of effective small group tuition

https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf

Discusses and shares the impact of skilled support staff delivering high quality tuition to compliment high quality teaching in the day.

https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Recommendations_Poster.pdf

Highlights effective feedback and the close correlation between assessment strategies underpinning tuition and coaching.

https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf

Shares research into successful interventions within school.

<https://www.youthsporttrust.org/media/4ckfvnyd/the-impact-of-covid-restrictions-on-children-and-young-people.pdf>

The Youth Sport Trust shares its research about the impact of COVID on pupils. It raises concerns over the impact of isolations, lack of interaction with other people, lack of outdoor space and exercise on children and families, and their mental and physical well being.

We want our 'catch up' spending to benefit all of our pupils who have been impacted during the COVID lockdowns. It is vital that all pupils are supported, not just the children who are preparing for SATS or other tests.

It is crucial to all of us at Highwoods that 'catch up' continues to take place over a longer period of time, not just for the first few months of a return to school life. We recognise how vital it is that gaps in knowledge and understanding in core subjects are addressed as quickly as possible but this knowledge must be stored in the long term memory so that the same gaps do not reappear at a later date. This requires practise and repetition over time to support retrieval.

At Highwoods, we firmly believe that pupils will need different levels of support when they return to school and during any future lockdowns. This includes support for their mental well-being, as well as their academic learning. This includes mental health support to resolve anxieties after a period of time away from school life, access to electrical devices to allow learning outside of the school day to continue and focused tuition sessions which will not only support learning but build confidence and self-esteem. To maximise the funding, we have used two approaches.

Approach 1- Specific and tailored targeting of funds to improve individual pupils and small groups of pupils. This includes 1:1 tuition, small group tuition, play therapy and access to devices for home learning/homework.

Approach 2- Invest in resources that will benefit all pupils, including those impacted by lockdown and COVID. This includes access to high quality reading books in class, access to reading scheme books that match pupils attainment and maths resources that support children in their learning, particularly where learning has regressed or stalled and previous units of work are needed to be revisited.

Assessment and impact

We will monitor the impact and quality of the spending through a range of sources:

1. Testing. This includes standardised tests for core subjects- spelling ages, reading ages etc Children will have test scores for before and after interventions/support to help ascertain impact, and whether further support is needed.
2. Assessment materials from schemes of work, such as White Rose Maths Hub, will be used in tuition groups. These provide assessments throughout the units of work for children and staff to check the understanding of what has been taught.
3. Read Write Inc (RWI) groups are monitored by our RWI manager who assesses children every half term. Resources sent home are matched to each child's RWI group and reading ability.

4. Outcomes in books will be checked before and after blocks of tuition. For example, infant writing/handwriting tuition last 5 weeks, with 2 sessions per week. English books will show progress in the writing outcomes from the start to tuition to the end of tuition.