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| Catch Up Funding and National Tutoring Programme | | |  | | |  |
| Desired  Outcome | Action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? | Costings |
| KS2 Catch up in Maths | Teacher employed 1xday per week to deliver sessions to individuals and small groups in Maths  Analysis of PIXL assessments will highlight the children most in need of ‘therapies’.  Small group tutoring in Maths, in groups of maximum 4, one day per week, on a needs basis.  The children will complete PIXL therapies with Mrs Brattan/Mrs Grange as of the Autumn Term. | Research by the EEF shows small group tutoring to be effective at narrowing ‘gaps’ in children’s learning – evidence can be found here:  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  Children will return with gaps in their learning as a result of National Lockdown in Jan/Feb 2021. Small group tutoring and regular monitoring/discussions with class teachers will help to fill these gaps. | Regular discussion between Assistant Heads, class teachers and tutor will ensure targeted support for children in most need.  Regular review of children’s progress and attainment along with a reflective approach will ensure that, where tutoring is not effective in improving Maths attainment and progress, alternative methods can be implemented.  PIXL assessment results, QLA analysis and assessment grids will be shared with the tutor and regularly discussed, with progress towards targets monitored. | Mrs Brattan/Mrs Grange | * Weekly during PPA sessions * Informal regular discussions with tutor * At each assessment point * Pupil progress meetings * Core team PIXL meetings | £8000 |
| Vulnerable and potentially vulnerable children’s wellbeing needs are met, meaning that they will be able to access the curriculum | Wellbeing and Sensory Suite installed, including:   * Sensory tent * Calming lighting (including projector, bubble tube and fiber optics) * Floor mats and sensory flooring tiles. * Sensory boxes with tactile items. * Alexa for customized relaxation sounds/music * Calming items (eg. weighted blanket/yoga ball) * Sensory ladders and tailor-made sensory boxes linked to the OT needs of specific children) | Evidence has shown that children are suffering from increased anxiety following the most recent lockdown. 1 in 6 Primary School aged children are now suffering from anxiety compared to 1 in 10 before the Coronavirus pandemic.  We have over 20 children children in school who have been referred for mental health support or have seen our school therapist and OT this year. There is currently a waiting list for both of these services in school.  Wellbeing is a fundamental building block to good learning, and should be considered as a Safety Need as part of Maslow’s Heirarchy of Needs – i.e. an essential precursor to Self-Actualization or learning. Evidence from Young Minds (<https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf>) supports this concept. | The sensory room will be a calming space, which children will use to calm themselves before they reach a state of heightened emotions. It can also be used throughout the day for children who need a physical break to aid concentration. All teachers and teaching assistants will be trained to use this space effectively and will receive training in Emotion Coaching and running OT interventions during the Summer term 2021.  The room can be used for therapy sessions with our school OT, wellbeing coach, learning mentors, SALT and other therapists.  LP will monitor the use of the room regularly and provide training and support regularly with help from the school OT (Donna Guest) and therapist (Tamsin Moore-Jones)  SEN children have targets on IEPs, including social and emotional targets, which will be linked to using the wellbeing/sensory room and progress towards these targets will be monitored at regular meetings between SENCO and parents/carers. The impact of the wellbeing/sensory room will be discussed at these meetings. | L Potter  (Asst Head/ SENCO)  S Loizou  (Asst SENCO) | * Use of the room will be monitored weekly and will be reviewed at least once a term, when amendments can be made as necessary. * Effective use of the use of the sensory room will be monitored in individual children’s EHCPs and IEPs (at least once per term). | £2000 |
| Children’s phonic knowledge improved | Sarah Carter – TA to deliver phonics intervention 10hrs/week for Summer Term | Evidence from EEF of +4 months gain, for minimal cost, with maximum impact | Baseline assessment and end of term assessment | S Carter | End of Summer Term – AP3 | £2320 |
| KS2 Catch up in English | Teacher employed 1xday per week to deliver sessions to individuals and small groups in English  Analysis of PIXL assessments will highlight the children most in need of ‘therapies’.  Small group tutoring in English, in groups of maximum 4, one day per week, on a needs basis.  The children will complete PIXL therapies with Mrs Brattan/Mrs Grange as of the Autumn Term. | Research by the EEF shows small group tutoring to be effective at narrowing ‘gaps’ in children’s learning – evidence can be found here:  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  Children will return with gaps in their learning as a result of National Lockdown in Jan/Feb 2021. Small group tutoring and regular monitoring/discussions with class teachers will help to fill these gaps. | Regular discussion between Assistant Heads, class teachers and tutor will ensure targeted support for children in most need.  Regular review of children’s progress and attainment along with a reflective approach will ensure that, where tutoring is not effective in improving English attainment and progress, alternative methods can be implemented.  PIXL assessment results, QLA analysis and assessment grids will be shared with the tutor and regularly discussed, with progress towards targets monitored. | Mrs Brattan/Mrs Grange | * Weekly during PPA sessions * Informal regular discussions with tutor * At each assessment point * Pupil progress meetings * Core team PIXL meetings | £8000 |