

## Curzon Catch up Funding Action Plan October 2020

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Baseline assessments October 2020

These are used to identify which children would benefit from support.

Well-being: through Colour Monster, PSHE programme, worry box activities.

Academic: Maths White Rose test, reading test, KS1 individual phonics tests. EYFS baseline assessments.

<b>Funding on Oct 2020 Census-£12,000</b>					
<b>Area to Address</b>	<b>Actions</b>	<b>Finance</b>	<b>Monitoring</b>	<b>Timing</b>	<b>Intended Impact</b>
To continue to improve the quality of teaching and learning for all learners	<p>Ensure all teachers are supported and prepared for the new year and ready for Covid disruption.</p> <p>To support curriculum planning and early identification of social and emotional needs with a focus on building loss of relationships</p>	<p>Time and resources to upskill staff on the recovery curriculum and the work by Barry Carpenter.</p> <p>Time for SLT to plan CPD for staff. Colour Monster books</p>	<p>All staff looking out for every pupil's wellbeing and mental health.</p> <p>SLT</p>	Staff meetings and inset day training	All pupils transition back to school well and are building good mental health awareness and self-help strategies.
To close gaps in Maths at KS2.	<p>Weekly catch up sessions on key concepts for each child who will need this to support with closing the gaps within the year.</p> <p>Implemented at identified timetabled slots</p>	1 Maths teacher 5 hours per week	<p>Tight planning in place-leaders check on progress and engagement</p> <p>Assessed at end of each term to evaluate progress. As children close the gaps, they may leave the intervention and other children may join.</p>	Whole year but with different children over the year. Y5, 6 bubble initially.	Individuals to have made more than expected progress within the year and reach expected standard or Greater Depth Standard.

1-1 reading with those who have fallen behind in lockdown	TA 1-1- reading support	Before school	SLT through pupil progress meetings	Whole year	Individuals to have made more than expected progress within the year to reach expected standard
To close gaps in literacy	TA in Y3, 4 bubble to work an extra morning, focusing on targeted literacy interventions.		SLT through pupil progress meetings	Whole year	Individuals to have made more than expected progress within the year to reach expected standard

Continued provision in light of self-isolation and home learning	<p>To ensure all identified pupils still have good access and support during the lockdown period.</p> <p>Photocopied work packs or workbooks to ensure those with limited or no technology access can still engage with on line learning.</p> <p>Plan for activities which do not solely consist of screen time.</p>	Will be dependent on the extent of school closure	Class teacher and SLT monitoring of provision of work set, engagement of pupils and quality of learning.	As necessary with self-isolation	Continued support provided
To support pupils with emotional needs	Family worker to increase hours		<p>Pupil voice show that pupils are feeling more emotionally healthy.</p> <p>Worried box activity repeated each half term to uncover any new worries.</p>	Whole year	A decrease in the number of pupils with anxiety.
To provide training into self-regulation for staff and parents so they can better support children.	Sue Cowley to do meeting with Ks1 parents and staff		Monitor children's attitude towards learning	Aut 2020	Ks1 children displaying more independence, resilience and ability to make own choices.