

Catch-up plan

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|--|---|--------------------------|--------------|---------------------------|--------------|--------------------------|--------------|
| School name: | Blackshaw Moor CofE First School | | | | | | |
| Academic year: | 2020-2021 | | | | | | |
| Total number of pupils on roll: | 61 | | | | | | |
| Total catch-up budget: | £4960 | First instalment: | £1240 | Second instalment: | £1654 | Third instalment: | £2066 |
| Date of review: | 25th November 2020 | | | | | | |

Teaching and whole-school strategies

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--|---|---|--------------|-------------|--|
| Additional whole class TA support | Children will have had additional support to enable catch-up of missed learning | Children will have achieved in line with expectations prior to lockdown | £1000 | S Crawforth | The support will be for children who didn't previously have any learning difficulties but now need catch-up support to be in line with their peers |
| To provide forest school learning to support mental health | Children will have received a curriculum that helps to minimize the risk of catching Covid and to support mental health | All children will have benefited from learning outdoors and will have gained skills and confidence through a range of varied activities | £1460 | L Brown | As outdoor learning is encouraged due to minimized risks, this will be an opportunity for all children to experience this with confidence. |
| Total spend: | | | £2460 | | |

Targeted support

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--|---|---|-------|------------|--|
| One to one and small group TA intervention | Children with no previous learning difficulties will achieve ARE by the end of the year | Children will have achieved in line with expectations prior to lockdown | £2000 | N Gordon | Children will have worked individually and in small groups to consolidate and build on prior learning. |
| Total spend: | | | £2000 | | |

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--|---|--|------|------------|---|
| To support all parents to engage with Seesaw as part of the home learning plan | All children will be able to access home learning effectively | Children will still have received education even when not in school and this will support children to be on track to achieve ARE | £100 | J Picken | Guidance has been given to all teachers on the use of Seesaw and support will be given to ensure this is used effectively |

| | | | | | |
|--|---|---|------|---------|---|
| To invest in Teachers2Parents to improve communication | Parents will receive reliable communication including information and up to date news from school | Parents will communicate and be kept informed about their child's time in school and during any lockdown periods. | £400 | N Frost | Parents will be informed via the messaging service about school issues and will be able to act accordingly. |
| Total spend: | | | £500 | | |

Summary report

| What is the overall impact of spending? | |
|--|-------|
| Support will have been given to children and parents through the pandemic to ensure children are given as much opportunity to reach their potential. | |
| How will changes be communicated to parents and stakeholders? | |
| Through the website, newsletters, Teachers2Parents and governor meetings. | |
| Final comments | |
| The aim is that children will be able to enter the next academic year at age related expectations and ready to continue their learning journey. | |
| Final spend: | £4960 |