



Dartmoor

MULTI ACADEMY TRUST

Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's ['School Planning Guide 2020-21'](#), may help schools to develop their plans for the premium.

Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections. More information surrounding the catch-up premium can be found [here](#).

This template plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines the relevant considerations for schools, including actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Catch-up plan

School name:	Bridgerule C of E Primary School, Black Torrington C of E School and Bradford School					
Academic year:	2020/21					
Total number of pupils on roll:	54/27/27					
Total catch-up budget:		First installment:	£2169.90 Black Torrington £2093.25 Bradford	Second installment:		Third installment:
Date of review:	July 2021					

Teaching and whole-school strategies

[To complete this section, outline which actions you wish to implement to support teaching and whole-school concerns, 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
Support Mental health and wellbeing after periods of time in lockdown	Pupils will feel safe and well -supported back at school and be able to access learning, become more resilient and positive about the future.	All pupils: Mental health and wellbeing resources PSHE resources, thematic programme builders Soft elicitation e.g draw and write Some pupils: reasonable adjustments and personalised	£200	Anne Bunning	EEF – Improving Social and Emotional Learning in Primary Schools School Values/Trust Values CRAFT Sept 2021 and February 2021 Staff INSET time for training, effective processing, mindfulness, anxiety.

		<p>arrangements for children with additional needs or who need further support as guided by SENDCo.</p> <p>Liaise with /inform all parents and provide support for at home.</p>			<p>Use 'Recognising and Responding to Anxiety', 'Place 2 be' Back to School and Find you brave resources</p> <p>PSHE elicitation before June half term to ascertain impact so far.</p> <p>Wild Tribe opportunities and Forest School training for pupils and staff Summer Term 2021</p> <p>AWE projects April 2021</p>
<p>Prioritise missed play based learning to support language/communication development in EYFS (R/1).</p>	<p>Pupils will be able to experience play opportunities, helping them plug gaps in The Early Learning Goals, supporting language and communication</p>	<p>Key Stage 1 classes to provide adult led and child-initiated play opportunities for EYFS/Y1 children.</p> <p>Play Projects to be introduced after support form Joyce Pankhurst.</p> <p>EYFS training support March 2021 to support new EYFS curriculum – language and communication focus.</p> <p>EYFS data target June 2021</p> <p>Bridgerule: 70%</p> <p>Black Torrington: 80%</p>	<p>£200</p>	<p>EYFS/KS1 staff</p>	<p>Space in classrooms required to provide play opportunities.</p> <p>Space timetabled into the day for play opportunities.</p> <p>EEF Early Tears Toolkit – Enabling Environments</p> <p>EYFS reforms training and visit – Ruth Swales</p> <p>AWE projects April 2021</p>
<p>Prioritise missed Phonics Learning in KS1 and KS2 where applicable due to amount of time off school.</p>	<p>All pupils assessed and action taken to begin to address gaps.</p> <p>Year 2 pupils (who did not pass PS in Aut 2020) will be</p>	<p>All pupils :Read Write Inc assessment tracker and grouping, supported by Phonics lead.</p>	<p>£ 700</p>	<p>Joyce Pankhurst</p>	<p>4.9.2020 INSET time with Phonics lead</p> <p>Phonics Action Plan 2020/21</p>

	prepared for the Summer Term 2021 PSC.	<p>Year 2 pupils PSC 2017 October 2020 and PSC 2019 before Easter.</p> <p>Review and update pupils who need support in Year 1 and 2</p> <p>Some pupils: PM benchmarking, Precision teaching, RWI Pinny Time</p> <p>Provision mapping for each class identifies support</p> <p>Y1/Y2 PS data target June 2021</p> <p>Bridgerule Y1 67%</p> <p>Bridgerule Y2 100%</p> <p>Bradford Y1 - 60%</p> <p>Bradford Y2 – 0%</p> <p>Black Torrington Y2 – 0%</p>			
Focus on language and communication skills to support improved understanding and ability to learn about learning	<p>All children will be supported in developing language skills through all areas of the curriculum.</p> <p>All children will engage with Learning Pit/Growth Mindset approach</p>	<p>DEPL triangle in each classroom</p> <p>Sentence stems in each classroom</p> <p>Oracy project</p> <p>EYFS reforms to prioritise language and communication – support from Ruth Swales.</p> <p>Communication Commitment – Audit and Review</p> <p>Talk for Writing part of English Teaching sequences</p> <p>Nuffield Early Language Intervention</p> <p>The use of Play Projects, building from EYFS/KS1 practise</p>	£200	All teaching and support staff	EEF – Learning pit/Metacognitive Learner research

Total spend: £1300

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, 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
Focus on missed Maths Learning due to amount of time off school.	All pupils assessed and action taken to begin to address individual gaps. Catch up of curriculum coverage.	<p>All pupils: Softer elicitation and baseline WRH mixed age/single year group planning with appropriate follow up tasks. Ready to progress document and resources KIRFs (Known Instant Recall facts) Benchmarking/baseline maths</p> <p>Some pupils: Pre Teach, Elephant maths, Counting to Calculating, identification on Provision mapping</p> <p>Y2 Bridgerule - 78% Y2 Bradford – 75% Y2 Black Torrington – 75% Y6 Bridgerule – 38% Y6 Bradford – 60%</p>	£ 924	Cath Carroll	<p>4.9.2020 INSET time with Maths lead Sept 2020 and March 2021 Teachers/teaching assistants time to make assessments. Begin support for pupils who need to catch up.</p> <p>End of Summer term formative assessments.</p> <p>EEF – Learning pit/Metacognitive Learner research</p> <p>EEF Small group tuition</p> <p>EEF Impact of feedback</p>

		Y6 Black Torrington – 60%			
Focus on missed English Learning due to amount of time off school.	<p>All pupils assessed and action taken to begin to address individual and group gaps – focus on reading engagement and writing for a purpose/punctuation</p> <p>Catch up of curriculum coverage.</p>	<p>All pupils: Softer elicitation and baseline Babcock planning and Literacy Tree , teaching sequences Reading Action plan priorities. Reciprocal Reading Oracy framework Grammar for Writing – Punctuation focus</p> <p>Some pupils: Precision teaching, personalised support and additional reading mentor time.</p> <p>Support identified on provision mapping.</p> <p>Y2 Bridgerule R 78%, W 67% Y2 Bradford R 75%, W 75% Y2 Black Torrington R 75%, W 75% Y6 Bridgerule R 50%, W 50% Y6 Bradford R 40%, W 40% Y6 Black Torrington R 60%, W 60%</p>	£1524	Emily Carpenter	<p>4.9.2020 INSET time with English lead Sept 2020 and April 2021 Teachers/teaching assistants time to make assessments. Begin support for pupils who need to catch up.</p> <p>End of Summer Term formative assessments in reading.</p> <p>EEF – Learning pit/Metacognitive Learner research</p> <p>EEF Small Group tuition</p> <p>EEF Impact of feedback</p> <p>EEF Reading comprehension strategies</p>

Focus on missed curriculum learning due to amount of time off school.	Curriculum planning will reflect on gaps and catch up needed. Clear focus on what we would like children to know and learn – based on Global Curriculum Goals School and community priorities identified.	All pupils: Planning grid completed to show how the curriculum is going to be delivered week by week. Soft elicitation e.g concept cartoons, concept maps. Knowledge organisers that form part of the learning journey e.g revisit, review.	£600	Anne Bunning, Sunita Chauhan Subject Leaders	Staff meeting time to discuss wider curriculum including MFL, music, history, geography, PE, RE etc. Continue to plan using topic approach so that cross curriculum links can be made. Coaching to focus on teaching and learning and curriculum. Key Stage teachers plan together. Teaching and Learning focus – Mary Myatt and Veronica Lloyd Richards CPD LYFTA resources – Global Learning Goals EEF – Learning pit/Metacognitive Learner research Mary Myers and Veronica Lloyd Richards – CPD and research EEF – Small group tuition EEF – Collaborative learning EEF – Impact of feedback
Total spend:			£3084		

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, e.g. 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
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Understanding and strategies identified to prevent gap widening for disadvantaged and vulnerable pupils due to amount of time off school.	Action plans/My Plans will identify and address specific gaps with timescales for action.	Vulnerable groups Action Plan. Data collected March 2021 will identify areas of support and enable staff to prioritise transformative experiences for groups of children.	£-	Anne Bunning - PPG champion/SENDCo	Principals' strategic action planning. EHCP risk assessments, SENDCo time. EEF Impact of feedback EEF 'Closing the gap' strategies shared with staff termly EEF Parental Engagement
Analyse attendance issues for previous PA and vulnerable pupils due to amount of time off school.	Monitor Covid related absence and maximise all other attendance.	Weekly monitoring of attendance, reporting to DMAT and analysis of data	£-	Principals	Principals with support of EWO, half termly meetings
Access to Chromebooks and Google Classroom/online learning for all KS2 children. Access to Chromebooks for all PP children while in lockdown	All KS2 children have access to a Chromebook /Google classroom in school to support learning	Improved access to internet and resources to support research and learning.	£-	IT Team, Principals	Principals and Subject Leaders monitor impact on teaching and learning /motivation of pupils EEF Digital Technology
Total spend:			£		

Summary report

What is the overall impact of spending?

Children returned in Autumn 2020 and Catch up plans were in place from October 2020. All children returned on either a part or full time timetable. The curriculum focus on diversity and Heroes of Change in KS2 supported engagement and enthusiasm for learning and PSHE resources were prioritized both for whole classes, group and individuals.

Data demonstrated some progress from October to December 2020 and Pupil questionnaires demonstrated that the vast majority of students felt safe and happy to be in school. Parent questionnaires in December 2020 demonstrated that parents felt that the Autumn approach had been supportive of their children's return and all questions and comments were addressed.

How will changes be communicated to parents and stakeholders?

Parents have been regularly updated with PSHE plans and all had parents consultations in November 2020 about the support their child was having to ensure that they made progress from their individual starting points in October 2020.

From March 8th, individual assessments have been made and baseline data collected for their new starting points. Catch up support began on March 22nd 2021 and these will be discussed in staff meeting April 21st 2021. Parent consultations will be arranged for May 2021 so that parents can be part of the discussions about next steps for their children

Final comments

Final spend: £