

Brinsworth Whitehill Primary

Covid catch up Funding Plan

School Information	
Total number of pupils on roll (excluding Nursery pupils)	279 (242)
Total Amount of catch up funding allocated	£20,800
Impact of Lockdown	

In maths, gaps in learning are being addressed following the areas identified in the COVID recovery curriculum tasks, during quality first teaching. Misconceptions are identified and addressed at the point of teaching. Children in Y1 have the biggest gaps in knowledge as their learning was not secure and consolidated.

Mymaths will be used to provide home learning activities following teaching in school. Children already have access to TT Rockstars in KS2 and Numbots In KS1. TT Rockstars encourages children to practice and rapidly recall multiplication facts; this is a fundamental skill children need to access the curriculum. Numbots reinforces recognition of numbers and the basic skill of addition and subtraction. I pads and Google Chromebooks will be used of dedicated timetabled sessions.

Low levels of phonics and literacy have been exacerbated by lockdown and absence due to isolating. Phonological awareness is low and interventions are necessary to fill the gaps for our youngest children. Catch up on Literacy skills will be in the form of Lexia. This programme will be purchased to enhance opportunities for improving the phonological awareness, grapheme correspondence, vocabulary, comprehension and spelling; it will particularly target those children who are disadvantaged or significantly behind their peers from Y1 to Y6.

Children continue to have significant gaps in their vocabulary and this is being addressed through SFA lessons. Handwriting has deteriorated and is a priority for school with the implementation of dough disco and fine motor activities in all year groups

Children in EYFS have found it difficult to settle in the mornings due to separation from parents and it is taking more time than usual to establish routines. Intimate care takes up a significant amount of TA time; there are 6 children in FS1 and 2 children in FS2 who are still in nappies

Rationale: The enhancing of early reading acquisition skills and phonics and the continuation of a high focus on reading for life

The long-term impact of early support in children’s reading is well documented. Early reading is a documented precursor of ‘school readiness’. Phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Teaching phonics is more effective on average than other approaches to early reading, though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Children’s language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Communication and language approaches include reading aloud and discussing knowledge rich books with young children, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.

Objective	Project	Time	Cost	Success criteria	Review
<p>To improve phonological awareness, grapheme phoneme correspondence, fluency, vocabulary. Comprehension and spelling in years 1 to 6 through the implementation of the Lexia programme.</p> <p>To increase early reading acquisition skills to accelerate progress.</p> <p>To develop higher level comprehension skills.</p> <p>Staff Lead: LH</p>	<p>Introduction of Lexia programme will enable vulnerable learners to be highlighted/monitored and boosted. Personalised learning programmes.</p> <p>Phonics to be tracked from F1 through to Year 3.</p> <p>Additional staffing not costed for management of the programme</p>	January 2021	£6,283.00	<p>Reading ages of children will increase. YARC assessments</p> <p>The percentage of children passing the phonics screening will be in line with national.</p> <p>End of KS2 progress in line or above with National.</p> <p>Progress scores shown improvement for each cohort.</p>	termly

Rationale: in order for children in KS1 to access the Lexia programme, technology must be purchased to enable access.

Objective	Project	Time	Cost	Success criteria	Review
To purchase technology to enhance learning opportunities for pupils.	Purchase of Ipad and Ipad storage trolley (approx. £268 each) 268x30 £8040 Trolley £735.00 Ipad covers £308.70 Headphones £403.74	Autumn 2 2020	£8040.00 £735.00 £308.70 £403.74 £9487.74	Children's number recall will be faster. They will be able to access the age-related curriculum as they will be able to confidently use the basic skill of adding and subtraction to do so.	
Rationale: To enhance and promote social interaction, turn taking skills, sharing and collaborative problem-solving activities.					
Objective	Project	Time	Cost	Success Criteria	Review
Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. Staff Lead: CO	Lego therapy training for staff will enhance opportunities for children who have suffered with anxiety related to lockdown.	Ongoing	£240.00 x2 £480.00	To increase children's self esteem and social skills. Self-evaluation	
My Maths Resource					
Objective	Project	Time	Cost	Success Criteria	Review
Online learning activities that develop pupils' confidence and fluency in maths, through lessons and self-marking homework task and games. Staff Lead: KD	MyMaths provides complete curriculum coverage from Year 1 to Year 6. It offers interactive lessons, "booster packs" for revision and assignable homework. In addition it has a wealth of resources that will help to deliver teaching in the classroom and at home to	Autumn 2 2020	£339.00	No child will fall behind in their mathematical learning if they are having to isolate as tasks can be assigned to ensure there are no gaps in learning. Children do not fall behind and meet their end of year target due to targeted	

	develop students' confidence and fluency in maths.			intervention/homework set through the use of MyMaths.	
Objective	Project				
To provide resources to support families with home learning.	To purchase resources to be sent home to support children's learning at home.	Spring Term	£1200.00	All children will be able to access home learning activities because of the books and resources that are available to all families.	
To provide release time for the management of intervention programmes Staff Lead LH / CO / KD			£3020.00		
			£20,804.00		