

WESTFIELD PRIMARY – COVID CATCH UP PLAN ACADEMIC YEAR 2020/21

Using the additional grant of £16,400 allocated to the school outlined below is how we will use this grant. Our overall aim is for children who have been identified as having gaps in their learning as a result of lost teaching time during the COVID -19 pandemic to be further supported to accelerate progress, as well as supporting children's emotional wellbeing so that they are in a place to learn.

BUDGET ALLOCATION	What it will be spent on	What will happen	DESIRED IMPACT End of academic year 2020/21
Approx. £200	Self-regulation resources	Staff to identify children who would benefit from additional resources to support them self-regulate and support them being more able to focus on their learning e.g using a fiddle toy / chair bands, wobble cushions	Self-regulation resources support children to focus on their learning
£500 spent	To train Member of SLT to deliver the Paws. B Mindfulness curriculum	Head teacher to attend training programme (October 2020) to then deliver whole class Mindfulness Curriculum programme to KS 2	Children are equipped with strategies to support them recognise and manage their feelings learning self-regulation techniques. Children are emotionally feeling safe and secure enabling them to focus on their learning and as a result making good progress.
£250 spent	Happy Human wellbeing 5 week programme	Weekly programme to use in school and at home to support mental health and wellbeing of children during lockdown and post - mindfulness techniques / strategies to recognise and manage feelings	Children and parents learn practical strategies to support wellbeing at home / in school Children learn to recognise , name and manage feelings using self-help strategies including mindfulness techniques Feelings of anxiety is normalised using breathing techniques.
£972 spent	Seesaw learning platform	To provide children with an enhanced learning platform to deliver lockdown home-learning / weekly home-learning - which is easily accessible , child friendly and provides interactive two way communication between child / teacher	2 way communication feedback between child / teacher to support children making progress , quickly identifying and addressing any misconceptions Children are motivated to access home-learning using a variety of ways to engage and share learning Potential gap from forming is reduced during a lockdown / if child required to self-isolate
£582 spent	KS 2 Test base baseline assessments for Reading and Maths	Teachers to carry out formative baseline assessments a month in to Autumn term to identify gaps in learning to then target through first quality teaching and additional interventions	Gaps in learning are quickly identified and used to inform targeted teaching
£1,117 spent	Purchase additional license for 30 children to access Lexia reading Core 5 intervention	Through baseline assessments / Pupil Progress children identified. Allocated protected time for children to access intervention on computers Children to be given the opportunity to access at home this will also support children in the event of 'Bubble closure' or Lockdown	Children to make made good or better progress in reading from their starting points.

£1,134 spent	Mathletics license (whole school)	Children to access at school and home - particularly targeting to support identified gaps / accelerate learning with home learning/ interventions Also provides access to continued online targeted Maths learning in event of child self-isolating / Bubble or school closure	Gaps in learning are targeted and children make good progress from starting point in September Further gaps in learning prevented in event of self-isolation as accessible to use at home
£180 spent	Spelling Frame resources	To support gaps in spelling knowledge	Gaps in spelling identified and addressed
£1,500 Spent to date - £540 + £400= £940 Left-£560	Therapy counselling Parent support - Advance	To support mental health of child/ children who have experienced deep trauma	Child to be able to process trauma in order for them to then develop self-regulation strategies so that are in more control of their behaviour being in an emotional place to access learning
Approx. £1,000	Additional CPD training in house / off site as need identified Additional resources purchased to support identified needs	Identified CPD for Staff to develop the skills to support identified children. Staff carry out baseline assessments, identify barriers to learning and use the ' assess, plan, do, review' cycle when delivering target intervention.	Staff upskilled to further support addressing barriers to children's learning High quality resources are in place to support children's learning
£475 spent	Birthday books	To enrich quality literacy texts in the home and further foster the love of reading	Increase the quality literature and importance of reading at home Children foster a love of reading at home
£480 spent	Laptops builds	Building of Dfe laptops to support home-learning	Laptops support children with home learning in order to reduce gap widening during lockdown
TOTAL ABOVE £8,370			
Remainder of funding to be spent on additional staffing hours Current spending - £1,953 (to end of Feb'21) Total spent £1,953	First quality teaching support in class , pre-teaching , same day catch up as well as 1:1 , or small group interventions delivered by Teachers / Teaching Assistants	Children's gaps in their learning in reading, writing and maths will be identified . Through half-termly Pupil Progress meetings actions will be identified and additional support put in place through pre-teaching, over learning as well as targeted interventions. Additional hours offered to Teaching assistants if not working full time / as well as early morning sessions	Children's gaps in their learning are addressed impacting positively on their progress.

Total spend so far - £10,323(including) projected spend totals above

Remainder spending available - £6,077

(TOTAL budget £16,400)