

Chaucer Catch Up Funding Plan

Summary Information					
School	Chaucer Primary School				
Academic Year	2020-21	Total Fund	£21,120	Number of Pupils	264

Guidance
<p>The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.</p> <p>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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p> <p>To support schools to implement their catch-up plans effectively, EEF (Education Endowment Fund) has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.</p>

Use of Funds	EEF Guidance
<p>KS1 - Additional Teaching intervention time (small targeted groups) of 2 days at a cost of £6,000 which will initially focus on Phonics for years 1 and 2.</p>	<p>Targeted Academic Support Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement</p>

KS2 - Additional Teaching intervention time for year 6 pupils (small targeted groups) at a cost of £5,500.

Additional remote resources for reading - Bug Club online resource and teaching package £461

Additional devices - laptops - purchased in order to ensure school has a bank of 30 laptops to be distributed should school experience bubble closures- £8000

Subscription to Fischer Family Trust in order to improve assessment of groups £578

Additional £500 reserved for SEND resources for use in nurture areas.

Supporting Remote Learning

Ensuring access to technology is key, particularly for disadvantaged pupils.

Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Given school closures, many schools will now have established routines and plans attending remote learning that can be embedded for the academic year ahead. A lack of appropriate technology and home supports may still prove a challenge for many disadvantaged pupils in the year ahead.

Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.

Attention on effective diagnostic assessment

Planning effective assessment is integral to supporting great Teaching.

Planning for pupils with Special Educational Needs and Disabilities (SEND)

An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines.