

## Catch up funding - Strood Hub

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 guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, [EEF has published the school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

### Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

<b>Academic year 2020-2021</b>	<b>Gordon</b>
<b>Headteacher</b>	<b>Jody Murphy</b>
<b>Pupils in School</b>	493
<b>% of disadvantaged children</b>	17%
<b>% of SEND children</b>	13%
<b>Catch up allocation</b>	£14,870 (Infant) £10,082 (Junior)
<b>Catch up lead</b>	SLT
<b>Date agreed</b>	2 <sup>nd</sup> March 2021 20 <sup>th</sup> June 2021
<b>Review dates</b>	

## Strategy aims for catch up-School based

### Gordon Children's Academy

Education Endowment Fund suggestions	GCA identified priorities
1. Supporting great teaching	To continue to develop the 7 principles of teaching and learning with a particular focus on subject knowledge.
2. Transition support	N/A
3. Pupil assessment and feedback	To implement a reflective journal for children to be used to develop self-awareness as a learner
4. One to one and small group tuition	To provide a digital after school club and remote learning provision for the most able in Year 5
5. Intervention programmes	To provide bespoke interventions across the school with a focus on phonics/ spelling, reading and Maths to ensure that children, where needed, are able to catch-up in the basic skills
6. Extended school time	To increase the school day for all children to provide further support for our children in areas related to Personal development including Thinking Inclusively and the implementation of Mindfulness PSHE
7. Supporting parents and carers	To create a Thinking Healthily lead to work alongside the new digital lead, SENDCo and DSL to support parents and carers with information and accessing the right support when needed
8. Access to technology	To purchase Timetables Rock Stars and Spelling Shed to improve the core skills of times tables and Spelling shed To create a digital leader role within the school to lead the implementation and development of the remote learning policy.
9. Summer support	N/A
10. Other	

Identified priority	Planned activity	Cost	Review date-W/b 8 <sup>th</sup> Feb 2021	Review date-W/b 24 <sup>th</sup> May 2021
Supporting great teaching	Additional release time for teachers for peer to peer incremental coaching Curriculum leadership time to continue to develop subject knowledge and curriculum progression Purchase CPD library/ books and resources to support self-selected CPD	£3,000  £600	Percentage of staff performing at the expected level has increased Monitoring demonstrates improve application of 7-principles Blue Sky monitoring demonstrates increased engagement with research and reflective practice	Increases continued to be evidences. CPD has been more tailored to groups and monitoring show a positive impact.
Pupil assessment and feedback	Design, with the thinking lead, a reflective journal for every KS2 child and a large floor book for infant classes Termly assessment/ reflection tasks for children to self-assess progress in being their best self Thinking lead release time to review and support the implementation of journals	£2,100	Monitoring of reflective journals demonstrates good engagement. Children are using reflective tools more easily demonstrating developing habits of mind, specifically remaining open to continuous learning. Further support for teachers who are new to thinking needed.	Reflective journals continue to be embedded in the school Pupil voice demonstrates that children value these and that they positively impact their work.

One to one and small group tuition	Year 5 most able after school club to support our children and families who would like to access a Grammar school	1hr per week Tr and TA overtime	Due to recent challenges, this is yet to start as it was planned for Term 3. However this will now start in Term 4 depending on Government expectations for children returning to school	End of year data is expected to confirm improvements for the vast majority.
Intervention programmes	Purchase CPG booklets for all Year 6 children to support the acquisition and rehearsal of basic skills Pi XL programme delivery- training and release time for teachers to deliver interventions to identified children.	£2,500 £10,000	The use of these books has been limited due to Lockdown, however these will be key to ensuring these children are 'secondary ready' when they leave Gordon Interventions have supported children to make accelerated progress (in Term 1 and Term 2) this will be revisited when children return and further baseline assessment are undertaken	These books have been kept and will be used next academic year.
Extended school time	TA overtime costs where applicable to extend the school day- thinking Inclusively lead temporary TLR Jigsaw PSHE and Discovery RE programme	£2,000 £1,200 £1,000	Children's return to school have been smooth with the added support for the children. Parents have been broadly supportive of this. High vis jackets purchased for Year 6 children going home at 3.50 PSHE scheme includes mindfulness, all staff received training on Term 1 on the strategies to use this	See previous review.
Supporting parents and carers	Thinking Healthily lead and associate release time National Online Safety platform Website development	£1,200 £500	Parental feedback has been supportive. Whole school survey being conducted at the end of Term 3 to seek further feedback from all parents Other areas such as children's mental health have been highlights to parents with support in the community and national initiatives used/ shared with families Home visits to vulnerable children not is school has been high	School has promoted mental health services well. School have also signed up for a NELFT worker to further build on work that has already been started this year.
Access to technology	Appoint a digital learning lead and provide release time	£1,200	Digital learning is excellent at GCA. The provision more than meets the	Whilst children were at home, provision continued to be excellent. Once children

	Digital platforms for children	£500	minimum expectation as set by the Government. Development of platforms is being supporting by Maths and English leads as well as class teachers.	retuned devices and technology were still used as often as possible to support the curriculum.
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**End of Year review**

Catch up funding has been used effectively in a variety of ways. In addition to this, some of the spend is on things that will continue to have impact on pupils e.g. digital platforms, walk thrus. SLT will continue to review these investments and determine how they can best be used to support further catch up that will be needed.