

Catch-up plan

| | |
|--|---------------------------------------|
| School name: | Forncett St Peter CEVA Primary |
| Academic year: | 2020-21 |
| Total number of pupils on roll: | 106 |
| Total catch-up budget: | £4,880 |
| Date of review: | March 2021 |

Teaching and whole-school strategies

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---------------------------------|--|---|--------------------------------------|-------------------|-----------------|
| Staff Meetings & Communications | Staff will be informed and up to date in order to effectively address the implications of Covid-19 on children's learning, health, wellbeing and safety. | Transitions between home/remote and in-school provision will be smooth, children will be settled and staff confident so that good progress will be made, despite the circumstances. | £ nil Part of school's usual work | J Jones EHT | |

| | | | | | |
|-------------------------------------|---|---|---------------------------|-----|--|
| Continuous Professional Development | Staff will feel competent and capable in using remote technologies and in planning/delivering remote lessons. | Children will remain engaged with their learning even when at home remote learning. | £ nil Part of school's | SLT | Staff to play to strengths and will therefore support others. CPD will be accessed from VNET and |
|-------------------------------------|---|---|---------------------------|-----|--|

Last updated: 23 November 2020

| | | | | | |
|---------------------|--|--|--|--|---|
| | | | usual work. | | Educator Solutions alongside a few other providers. |
| Total spend: | | | £ nil – this is all part of our usual school improvement practice, funded from main budget. | | |

Targeted support

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---------------------------|---|--|---------------|-----------------------------------|----------|
| 1:1 & small group support | Identified gaps in learning (mainly in English & maths) will be addressed. Identified children will feel supported and be engaged. Their families will be aware and involved. | Children will make good progress and Covid-created gaps will be closed. Children will feel successful as learners and families will feel positive about their children's progress. | £4,800 | S Creasey – KS2 C Gionis – KS1 | |
| Total spend: | | | £4,880 | | |

Wider strategies

Last updated: 23 November 2020

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---|---|--|--------------|---------------|----------|
| Clear communication with parents and carers around child's catch up provision | Parents and carers will feel fully informed about what is being offered and delivered and be in partnership with staff. | Parents and Carers will feel positive and children will benefit from this whole-family engagement all-round. | £ nil | J Jones - EHT | |
| Total spend: | | | £ nil | | |

Summary report

| What is the overall impact of spending? | | | | |
|---|---------------|----------------|-------------|----|
| Maths | | | | |
| Name | Start of year | Spring of year | End of Year | VA |
| Yr 6 | | | | |
| A | 1 | 1 | 1 | 0 |
| Yr 4 | | | | |
| B | 3 | 3 | 3 | 0 |
| C | 1 | 1 | 1 | 0 |
| D | 4 | 3 | 3 | -1 |
| E | 3 | 3 | 3 | 0 |
| Yr 3 | | | | |
| F | 3 | 3 | 3 | 0 |
| G | 2 | 2 | 2 | 0 |
| H | 3 | 3 | 3 | 0 |
| I | 3 | 3 | 3 | 0 |
| J | 3 | 4 | 3 | 0 |

| | | | | |
|---|---|---|---|----|
| K | 2 | 2 | 2 | 0 |
| L | 3 | 3 | 2 | -1 |

Spelling

| Name | Start of year | Spring of year | End of Year | VA |
|-------------|---------------|----------------|-------------|----|
| Yr 4 | | | | |
| M | 3 | 3 | 3 | 0 |
| N | 2 | 2 | 3 | +1 |
| O | 3 | 3 | 3 | 0 |
| Yr 3 | | | | |
| P | 2 | 2 | 3 | +1 |

How will changes be communicated to parents and stakeholders?

Via parent/carer consultations.

Final comments

The children identified for this support generally maintained their progress and most did not fall any further behind.

Final spend: £ 1782