

COCKTON HILL INFANTS' SCHOOL – Catch-up Funding 2020-21  
 Total allocation for year - £10,000



COCKTON HILL INFANTS' SCHOOL

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Area for Development <b>Barriers</b> Proposed Impact	Strategy Rationale	Cost	Impact (end of academic year)
<p><b>To ensure that pupils make rapid progress in their literacy and language learning</b> Lockdown experiences for our children have differed significantly. Some children have accessed very little home learning whilst others have engaged well with our home learning offer. A significant proportion of our pupils are behind age-related expectations for this time of the year. A significant proportion of our children live in vocabulary poor households. For those children, their chances to develop the vocabulary they need to be effective readers has been severely hampered by 6 months absence from school. Children falling behind or at risk of falling behind will have access to the Lexia literacy program. They will complete an initial assessment and then work through the activities designed to promote literacy skills. Staff will have access to high quality intervention materials provided by Lexia. These materials target</p>	<p>Utilise Lexia to provide personalised learning for the children falling behind. Lexia develops areas such as phonics knowledge, spelling, vocabulary and comprehension.</p> <p><b>According to the Education Endowment Foundation Lexia can impact positively on areas such as reading accuracy, comprehension and spelling.</b></p> <p>Replenish reading book stocks of core readers(phonics-based) so that children’s books closely match their phonic ability and there are sufficient books to allow them to be taken home and returned to school daily- and while other books are quarantined there is no lack of availability for the children.</p>	<p>£ 3850</p> <p>£2000</p>	<p>All children in Year 1 had access to Lexia as part of our subscription. The data suggests that these children made rapid progress. Teachers had access to and delivered the interventions set from the lexia data and these were fruitful in terms of addressing knowledge gaps.</p> <p>We purchased the dandelion readers and the sounds-write books. This has matched up well with the sounds-write phonics scheme being implemented in schools. Children’s reading books are now matched with the child’s phonic ability using the sounds-write assessments.</p>

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<p>specific areas for development for individuals.</p>			
<p><b>Remote/ Home Learning Provision</b>          Lockdown experiences for our children have differed significantly. Some children have accessed very little home learning whilst others have engaged well with our home learning offer. A significant proportion of our pupils are behind age-related expectations for this time of the year. Some pupils are unable to access online facilities for remote or home learning.          All pupils will have access to power maths work books in the event of self-isolation or lockdown. Teachers will be able to indicate the starting point in the books based on the pupils current development.</p>	<p>Power maths work books will be utilised in the event of a lockdown or isolation of a year group/individual. The teacher will indicate the point in the book that relates to the pupil's current development.</p> <p><b>Power Maths follows the White Rose scheme already followed in school. This has been highly effective in pupils making excellent progress in their numeracy learning. White Rose follows the concrete - pictorial - abstract sequence that research suggests is effective in developing numeracy skills.</b></p>	<p>£1300</p>	<p>Power maths was used extensively during periods of isolation and lockdown. Pupils, parents and teachers commented favourably on the books. Our remote learning in numeracy was closely linked to white rose and power maths. Teachers were able to indicate starting points for children in the books. In school data suggests that children made good progress in the area of numeracy.</p>
<p><b>Professional Development</b>          After missing several months of formal education alongside the unpredictable situation in school, with bubbles closing and children having to self-isolate for 14 days - more time away from school. There are children whose mental health is being negatively affected.          All staff will be equipped for early recognition of children's mental health needs.</p>	<p>Staff to study Understanding Children and Young People's Mental Health (Cache Level 2)          Upskill other members of staff by cascade training sessions through Teams.          Led by PSHE co-ordinator who will also support teachers with planning the teaching sessions.</p>	<p>£3000</p>	<p>Following the period of lockdown, the school took part in the Durham Resilience Project. The project sought to get the views of children and staff regarding their wellbeing and the work completed in this area in school. The pupil audit had no actions for the school to make. This indicates that the work on well-being in school including CPD attended was fruitful in addressing well-being needs.</p>

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The profile of PSHE is raised throughout the school and lessons are taking place on a weekly basis which support the mental health needs of all pupils.			
<b>Total Catch-up Fund spending</b>		<b>£10150</b>	<b>Additional costs in excess of Catch-up Funding met from school budget</b>

- Catch-up Fund spending is reviewed termly by Governors through Governing body meetings
- Evaluations are completed throughout the year and the impact of the strategy is reviewed at the end of the academic year.