

Netherhall Learning Campus Junior School – COVID Catch up spending – a recovery plan

“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.”

Funding to be received £25,280 – October census figures

What ?	Why ?	Plan ?	How much?	For how long?	Who?	What will impact be ?
Retain class teacher to release THRIVE trained lead	Significant % of children have returned unable to self-regulate and having difficulty in social situations with peers.	<ul style="list-style-type: none"> <li>• Time to lead whole school THRIVE timetable for identified groups and 1:1</li> <li>• Focused SEMH intervention</li> <li>• Timely referrals to external support e.g CAMHS, ESCAYP</li> <li>• Working in class with identified children</li> <li>• Group work – anger management, friendships, self-regulation strategies</li> </ul>	£21,000	2 terms to July 2021	AL/ZL	Reduced cpoms behaviour logs Reduced FT exclusions Increased engagement in class ( books/QA evidence) Increased attendance
Y6 Reading Stars interventions	Y6 need to consolidate and strengthen Y5 curriculum and address misconceptions	<ul style="list-style-type: none"> <li>• HTAFC teacher once a week</li> <li>• Work with identified children in Y6 – support in class am</li> <li>• Small group work using National Literacy Trust Reading intervention</li> </ul>	free	Feb review	LH	Increased reading age Increased reading fluency and competency and confidence
Small group intervention – phonics, toe by toe	Y3 need to consolidate and strengthen Y2 curriculum and address misconceptions	<ul style="list-style-type: none"> <li>• Staff to lead specific intervention groups in Y3 and 4 (some in Y5)</li> <li>• Use baseline scores and reading ages to set up effective programme of learning in small groups</li> </ul>		Academic year – groups weekly	LH/TH	Rapidly increased reading ages and ability to access all of curriculum due to confidence and skill of reading being improved
Additional outdoor learning curriculum	Y5 need additional support for SEMH and have not settled to school well	<ul style="list-style-type: none"> <li>• Additional day from GROW</li> <li>• Y5 teachers to choose 3 x 10 for 3 groups</li> <li>• Outdoor learning linked to Curriculum areas</li> </ul>	£4280	10 days over Autumn 2 and Spring 1 Review and continue if possible/effective	AB/ZL	Improved self-esteem and social emotional responses triggering greater readiness for learning and reduced cpoms logs for behaviour incidents