

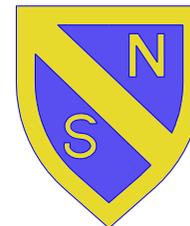
## New Swannington Primary School

### Catch up funding plan 2020-2021

The Education Endowment Foundation recommends a tiered approach to support school improvement 2020-2021. This is based on the following model:

- 1) Teaching: high quality teaching for all; effective diagnostic assessment; supporting remote learning; focussing on professional development.
- 2) Targeted academic support: high quality one to one or small group tuition; teaching assistants and targeted support; academic tutoring; planning for pupils with SEND.
- 3) Wider school strategies: Supporting pupils' social, emotional and behavioural needs; planning carefully for adopting a SEL curriculum; communicating with and supporting parents; successful implementation in challenging times.

Tier	Action	Reason / Rationale	Cost	Date of implementation
1	IPads	Effective IT equipment to have across the school to enable all children to access the curriculum and enhance their learning. This benefits all children and part of our long term plan.	16 x I Pads  <b>Total: £5,723</b>	November 2020
1	School WiFi	Upgrade the WIFI to improve connectivity and allow all teaching staff and pupils to access all devices across school.	<b>Total £1,500</b>	December 2020
1	Lap tops	Effective IT equipment is going to be essential to enable teachers to teach remotely through Teams and to keep in regular contact with children who are not in school through email Currently, not all the laptops will facilitate this and need upgrading. They can be used in the classrooms too	3 x teacher laptops  <b>Total £1,500</b>	November 2020
1	Resources to enhance quality first teaching	Teaching resources and on line subscriptions required to be updated and for a range of resources that are accessible for all the children.	<b>Total £1,382</b>	January 2021
2	Phonics targeted intervention	Early basic skills form a key foundation and gaps in these foundations can have long term detrimental effects. Following an initial baseline assessment in phonics, it was identified that	0.5 x day weekly	November 2020



		there were considerable and varied gaps in knowledge across Y1 and EYFS. An experienced teacher will lead the assess, plan, do, review cycle with focused intervention forming a majority of the 'do' phase.	December – End of summer term. <b>Total £2,093</b>	
2	Targeted reading intervention	Reading for enjoyment is a whole school priority and an element that was beginning to show signs of being extremely successful in terms of impact on standards in reading and writing. Engagement with reading reduced during lockdown with some children returning to school, having not read a book since March. This action, led by an experienced teacher, will prioritise the reintroduction of reading for pleasure and ensure that all children have access to high quality, appropriate texts across EYFS and Y1.	0.5 x day weekly  December – End of summer term. <b>Total £2,093</b>	November 2020
3	Additional ELSA time	As children came back to school, it became clear that the demand for ELSA time was higher than the school currently had capacity for. Therefore, the support workers weekly hours were increased to 2 full days.	3 hrs weekly increase from December until the end of the summer term <b>Total £1,069</b>	December 2020
		<b>Total</b>	<b>£15,360</b>	

Total Funding Academic Year 2020-2021 £15,360