

# Forest Academy Reinvention/'Catch up Funding Plan' 2020-21

**The Actions in red are those where Catch up Funding will be used specifically.**

Funding 20-21		£80 x 367= £29,360	
Quality of Education			
Area	Actions/Purpose	Costs/ Resources	Impact
Professional Development	<p>Make good use of partial closure to implement a wide range of INSET/CPD.</p> <ul style="list-style-type: none"><li>• See separate CPD document (Helen Morley)</li><li>• Provide CPD opportunities throughout summer term to staff due to join in autumn</li><li>• Carefully planned induction days</li><li>• Increase support for NQTs who have had less classroom experience through summer term</li><li>• Purchase of National College CPD Support package.</li><li>• Purchase of EYFS CPD package.</li></ul> <p>To ensure all staff have the skills knowledge and understanding to support children academically, mentally and physically.</p>	<p>CPD/INSET Release time for mentors, release time for Subject Leaders.</p> <p>£2000</p>	<p>Review December/March/July</p>
Assessment	<p>As soon as practical, a range of assessments to be used to identify gaps and standardised assessment in English and maths to identify children who will benefit from additional catch-up programme.</p> <ul style="list-style-type: none"><li>• Language Links EYFS KS1</li><li>• Phonics EYFS KS1</li><li>• AR (Star Reader) KS2</li><li>• Lexia All</li><li>• PIRA All</li><li>• GAPS All</li><li>• PUMA All</li><li>• Teacher assessment All</li></ul> <p>To ensure no teaching time is lost. Staff will know the gaps, address these and move learning on.</p>	<p>Purchase new PIRA and PUMA papers.</p> <p>£ 3000</p>	<p>Review December/March/July</p> <p>Teachers identified gaps in September. Clear and concise support strategies identified. Followed up in November. Support adapted as appropriate. NB Some assessments not due until December.</p>



Effective Use of Technology	Provide CPD for all staff using APPs, A Purpose for Writing. <b>To increase staff awareness of different APPs.</b>	Time	
	Improve infrastructure in school: <ul style="list-style-type: none"> <li>Wireless connection</li> <li>iPads and trolleys</li> </ul> <b>To motivate all children to communicate, to maximise learning, to cut workload and be prepared should there be a second COVID wave.</b>	ICT technician  £3000	Review December/March/July
	Provide additional times for children to access online learning: <ul style="list-style-type: none"> <li>Before school</li> <li>Lunchtimes</li> <li>After</li> </ul> <b>To provide online learning access to all, to maximise learning, to cut workload and to be prepared should there be a second COVID wave.</b>	TA additional hours.  £1000	
Identify most appropriate intervention programmes, train staff and children to target.	<ul style="list-style-type: none"> <li>EYFS/KS1 Language Links</li> <li>LKS2 Makaton</li> <li>Year 3 daily phonics sessions</li> <li>Reading Fluency Project; working on Prosody</li> <li>KS2 Success in Arithmetic</li> <li>EYFS/KS1 Maths through stories WRM</li> </ul> <b>To provided targeted support for maximum impact to children with barriers/gaps in their learning.</b>	Training and additional hours of Teacher and TA time.  £500	Review December/March/July
<b>Behaviour and Attitudes</b>			
Area	Actions/Purpose	Costs/Resources	Impact
Transition Unit	#CLPEWordsForTheWorld – 2 week scheme of learning for all using an Oliver Jeffer’s text. Encouraging a sense of community across the school, to reflect on the last few months, and also help children to look forward to the future in a positive way. SENDCo and teachers have extensive transition meetings. ISP meetings continue to aid transition. Thursday and Friday 3 <sup>rd</sup> and 4 <sup>th</sup> September will be transition days and provide the opportunity for parents to meet the teacher. Teachers to contact parents to discuss report in July. <b>To ease anxiety for the new year.</b>	Nil, sufficient available staff	
Cafes for All	<i>‘Cafés for All’ are designed to bring people together in an informal, sociable setting in which all can develop and share knowledge, information and skills , learn alongside others and network.</i>  <i>The Cafés for All - Sharing Learning training programme has, at its core, a commitment to</i>	Training, release time, refreshments	

	<i>assist parents, schools and the wider community to come together to support and enhance learning by engaging the strengths and assets of all.'</i>  <b>To build better relationships with parents and to empower them to support their children.</b>																						
<b>Personal Development</b>																							
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Wellbeing	Increase ELSA availability. Increase Forest School provision. Time to Talk Brick Therapy <b>To ensure early support is available to meet the needs of children displaying anxiety/trauma, SEMH.</b> <b>To meet the emotional well- being needs of all children and provide further opportunities for children displaying anxiety/trauma, SEMH.</b>	5 afternoons a week nurture. EG/JN/JD 4 additional staff to be trained in Forest Schools. <b>£1000</b>	<b>Review December/March/July</b>																				
THRIVE	Train a member of staff to carry out THRIVE assessments and to deliver support. <b>To support the SEMH needs of children. (SEND budget)</b>																						
RSE	Year 6 children to have the Year 5 puberty unit in November as not taught last summer term. TW , Safeguarding and Welfare officer will support Yr. 6 Staff.		Children have the age appropriate knowledge and are prepared for changes they are experiencing in their bodies.																				
<b>Leadership and Management</b>																							
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Staffing levels	<b>Year 1 to be split into three small classes.</b> Teachers will adapt teaching recognising that children have missed a large amount of the EYFS curriculum. Careful assessment in autumn to ensure teaching is pitched correctly. Strong focus on basics. Timetable to be adjusted to allow children time to adjust to KS1. This cohort has high SEND/SEMH/EAL. GLD was 56% using available March assessments. <b>To give this cohort the support needed to bring attainment up following a disrupted year in EYFS due to COVID and other compounding issues.</b>	<b>Part of the cost</b> of One teacher and 1 FT TA, 1 PT TA <b>£10,000</b>	<b>Review December/March/July</b> The children in Year 1 have responded well to the smaller classes and a more structured style of teaching. <table border="1"> <thead> <tr> <th></th><th>Autumn</th><th>Spring</th><th>Summer</th></tr> </thead> <tbody> <tr> <td>Phonics</td><td></td><td></td><td></td></tr> <tr> <td>Reading %Exp+</td><td></td><td></td><td></td></tr> <tr> <td>Writing %Exp+</td><td></td><td></td><td></td></tr> <tr> <td>Maths %Exp+</td><td></td><td></td><td></td></tr> </tbody> </table>		Autumn	Spring	Summer	Phonics				Reading %Exp+				Writing %Exp+				Maths %Exp+			
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EYFS			
Area	Actions/Purpose	Costs/Resources	Impact
Parental engagement	Willow class to have regular Come and Play sessions with a focus on S&L, phonics, stories. To highlight the importance of developing language skills. <b>To build positive, collaborative relationships with parents.</b>		
CLL	Carry out Language Links assessments, identify children who need external support and provide appropriate support in school for others. to maximise learning, to cut workload and be prepared should there be a second COVID wave.		Data for Language Links
Phonics	Increased emphasis on phonics. Ensuring parents understand the importance and support children. E.g. parent meeting, videos, parent support booklet, signpost online learning, maximise use of Lexia. <b>To give children the best start in reading.</b>		Data for phonics
Reading	Come and Read: Ash and Beech to alternate fortnightly to have parents in focussing on the importance of sharing books. <b>To maximise learning, to cut workload and be prepared should there be a second COVID wave.</b>		Data for Phonics/Reading
Maths	Introduce maths storybook and activity packs to provide further opportunities for children to learn from books, providing a clear focussed activity for an adult to use with children. <b>Use Numberblocks plans and resources.</b> <b>To increase awareness of all concepts/aspects of maths through storybooks.</b>	£300 books	Review December/March/July Data for maths