



Covid Catch-up plan

School name:	Langley First School						
Academic year:	2020-2021						
Total number of pupils on roll:	360						
Total catch-up budget:	£24,080	First installment:	£6,020	Second installment:	£8,027	Third installment:	£10,033
Date of review:	April 2021						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Review school's assessment materials and purchase updates to enhance teacher assessment	Teacher assessment is accurate and informed by summative assessments	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. Objectives are reviewed across all subjects to ensure priority of teaching to ensure pupils are read to progress.	NTS assessments (reading and maths) for all pupils Year 1 - 4) Cost £1296 Salford and phonic assessments PPA CPD for all staff / subject leads based on analysis of data.	C Marron	

Total spend: £1821

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Engage with National Tutoring Programme to enlist tutor for yr. 4 pupils</p> <p>Identified pupils in Year 4 for participation in tutoring program in maths and English</p>	<p>Identified children will have significantly increased rates of reading fluency and prosody.</p>	<p>Children involved with tutoring will be working at ARE or above by the end of the term</p>	<p>£19,000</p>	<p>T Jones</p>	
<p>Train specific TA's to enable them to support intervention in reading in Key Stage 1 / 2</p>	<p>Group of children identified to engage in Boost For Reading @ Primary</p>	<p>Reduce the gap in chronological and reading age of those children who are engaged in program</p>	<p>Boost For Reading @ Primary CPD for specific staff - £ 300</p> <p>£75 (link)</p> <p>PM Benchmarking CPD / resources for all staff</p> <p>Cost £500</p>	<p>J Massey</p>	

Create opportunities to increased intervention in Early Years and year 1	Increase staffing to facilitate opportunities for specific and discrete intervention using various programs Staff to be involved in NELI program	Majority of children achieve early learning goals Year 1 children to be working at ARE by end of summer term	£ 6750	T Jones	
Social and emotional Specific programmes applied to specific pupils identified e.g lego therapy, 1:1 catch up and emotional literacy programme (outside agencies)	School nurse booked for a full day working 1:1 / 1:3 Educational psychologist working 1:3 Emotional literacy programme		£1625 £1800	C March (SENCo)	
Total spend:			£29550		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
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Engage with provider to ensure structured and active lunchtimes	Coaches employed to structure playtime for children and to facilitate the interaction in a positive manner	No recorded behavior issues at lunchtime Pupil feedback is positive around engagement and activity over lunchtime	£2800	T Jones	
Total spend:			£2800		

Summary report

What is the overall impact of spending?
How will changes be communicated to parents and stakeholders?
Funding plan will be shared through the school's website
Final comments

Final spend: £34171