



Vantage Academy Trust: Catch-up Spend Plan

The purpose of the spend plan is to outline the how St. James C of E Primary School intends on investing their funding for the whole school, targeting support and wider areas. At the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments.

NAME OF SCHOOL: ST JAMES CE PRIMARY SCHOOL				
Academic Year:	Total number of pupils on roll:	Total catch-up budget:	Date of review:	
2020/21	459	£30360	December 2020	
Whole School Support				
To complete this section, outline the actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments you wish to make.				
Action	Intended Outcome	Estimated Impact Cost	Staff Lead	Timescale
To purchase Shine assessment tool.	Ensure pupils gaps in learning within English and Maths are identified quickly. Pupils receive quality, tailored intervention programs which cover the gaps identity in the assessment. Pupils in targeted intervention groups make accelerated progress and gaps in learning are closed.	£799	ER	Autumn 1
To purchase Talk Boost and related training (KS1 and KS2)	Support children to work in groups to develop their speech, language and communication and boost not only those	£1910	FMc	Autumn 1

	<p>core skills, but also support their social interactions with other children.</p> <p>Pupils in targeted groups to be tracked and make accelerated progress in developing both speech and social skills to close gaps in development.</p>			
To purchase and train staff in the use of Wellcomm.	<p>To purchase the WellComm screening and intervention tools to screen and identify children with delayed language skills created/exacerbated by missing education due to COVID 19.</p> <p>Pupils with delayed language skills to be identified using the screening tools to receive tailored interventions and activities to meet their individual needs and enable them to fully access the next stages in their education.</p>	£555	EYFS Lead	Autumn 1
To purchase Read, Write, Perform	<p>To ensure children are given a wider range of opportunities to both write and perform creatively with a focus on writing structures.</p> <p>Pupils will focus on basic skills in their writing and be given the opportunity to develop confidence which may have been lost during periods when school has been closed.</p>	£170	LD	Spring 2
To purchase inference training for all staff	<p>To train staff in how to support children by developing not only essential comprehension skills but inference skills – being able to use clues and prompts in the</p>	£891.50	LD/FMc	Spring 2

	text to gain a fuller, deeper understanding of what they are reading. Staff then to target groups of children who have poor comprehension skills using a methodical, structured approach.			
To purchase a set of fully decodable phonics books for KS1 and additional set of age-level appropriate guided reading texts for KS2	To ensure that all children have access to a range of texts which are matched appropriately to their phonic understanding and reading age.	£3500	LD	Autumn 1
To purchase the My Happy Mind scheme	Increase in pupils Mental Health and Wellbeing in school through the My Happy Mind programme. Reduction in behaviour incidents and exclusions at school. Reduction in the number of referrals to CAMHs. Pupils able to regulate their emotions and are able to use calming techniques to relieve anxiety in the classroom.	£6580.80	GM	July 2021 to be rolled out for the academic year 2021/2022
			Total spend	£14,406.30

Targeted Support

To complete this section, outline the actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments you wish to make.

To register and implement the NELI reception program.	Improve target pupils' oral language and early literacy skills. Teacher and teaching assistant are fully trained and feel confident in delivering the	Funded by DFE	ER	Spring
-------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	---------------	----	--------

	intervention programmes specific content and approaches. Pupils in targeted group to make accelerated progress in their oral language skills.			
To train staff in ELKLAN	To support targeted child with speech, language and communication needs to enable them to catch up on missed learning and engage fully with their peers and the school curriculum.	£2980	LD	Autumn
To purchase the Dyslexia Screening Tool and licence.	Enable staff to screen pupils with suspected dyslexia and provide them with support so that they can fully engage with the curriculum and catch up on lost learning.	£399	KW	Autumn
To purchase quality role-play resources for EYFS	To promote social skills, development of speech and language and provide children with additional opportunities to grow and develop a rich vocabulary through role-play.	£2200	EYFS Lead	Autumn
To purchase resources to support the teaching of phonics in KS1	To ensure that gaps in phonics knowledge are bridged enabling pupils to meet the required standard by the end of the year.	£361.74	MC	Autumn
To purchase resources to support the teaching of maths in EYFS	To ensure that children in EYFS have access to adequate concrete resources to be used in developing their understanding of maths and number.	£1212.28	EYFS Lead	Spring 2
To provide EYFS with maths and English sheds.	To ensure that children in EYFS have the opportunity to incorporate key maths and	£323.40	EYFS Lead	Spring 2

	English skills into continuous provision by providing a range of quality resources.			
To purchase a set of 15 kindles for EYFS (With cases)	Increase pupils love for reading. Ensure pupils can access age-appropriate texts which are closely matched to their phonetical knowledge as well as enable them to access phonics apps.	£1109.70	EYFS Lead	Autumn 1
			Total spend	£8586.12

Wider Support

To complete this section, outline the actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments you wish to make.

To purchase online bug club for the whole school to access in school and at home.	Ensure all pupils are accessing age-appropriate reading materials should remote learning need to occur. Ensure all pupils can access age-appropriate texts which are closely matched to their phonetical knowledge both during reading sessions and cross-curricular reading opportunities. Raise the attainment of reading across EYFS, KS1 and KS2. Improve the quality of phonics teaching in EYFS and KS1. Raise the profile of reading throughout school.	£3000	GM	Autumn 1
To hold a well-being day of celebration for all children	To provide children with a day of activities focused on well-being. Activities	£1500	SLT	Summer 2

	will range from sporty to crafts to mindfulness. All children will have the opportunity to engage in a range of different activities throughout the day. Staff will lead classes round stations as part of day focused on celebrating getting through the year as well as the resilience of our children.			
			Total spend	£27,492.42
Summary Report				
What is the overall impact of spending?	<ul style="list-style-type: none"> -Investing in additional technology, to improving the facilities available in school. - Investing in additional classroom resources to improve quality of education for all children and those in specific targeted groups. -Effective assessment tool used to identify areas where pupils are likely to require additional support. - Investing in speech and language support programmes to ensure that early intervention can be put in place to ensure children are able to fully access the curriculum. - Ensuring TAs who are delivering interventions are trained in the specific content and approaches - Ensuring children and staff are more aware of the importance of well-being and are better equipped with strategies to deal with stress, anxiety and other mental health challenges. 			

How will the impact of the catch-up funding spend be communicated to parents and stakeholders?	Catch-up spending will be shared with parents and pupils through our newsletter . Principal's report will share spending and impact with governors. School Improvement Plan is shared with all school staff and will outline catch-up funding and impact.
Final comments	The purchase of a range of intervention tools enabled school to identify children who required additional support and deliver targeted interventions. Speech and language is a priority at school and the funding supported the training of staff as well as provision of materials and resources to ensure that interventions could be delivered effectively. The purchase of bug club has supported reading across the school and provided class teachers with an on-line tool to allocate books. This proved especially useful during lockdown. Sadly due to several bubble closures, the well being festival was unable to go ahead but we are planning to hold one at the end of this year instead.
Final spend	£27,492.42

