



WHITMINSTER ENDOWED C OF E PRIMARY SCHOOL
A FAMILY, A FOUNDATION, A FUTURE

The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.

Total number of pupils on roll	104 pupils (Autumn Census)
Catch up allocation	Approx £8320
Delivering the interventions	All class teachers (PHSE) and a trained teacher in terms 3 -6 for two afternoons/week for specific interventions. Resources: Jigsaw PHSE scheme, Rapid reading and Bug Club reading scheme
Lead	Head Teacher, Lisa Hinkley
Governor	Curriculum committee

PRIORITY AREAS FOR CATCH UP FUNDING		
Priority 1: to support building resilience and mental health across the school		
Action	Who	Expected Improvement
All staff to plan and use the Jigsaw PHSE scheme	Whole School	To teach and practise how to use interventions e.g. breathing (Calm Me) techniques. Children will be taught to expand their emotional vocabulary, explore thoughts-feelings-consequence sequences, build their confidence and express themselves in a safe environment. Mindful children will more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions, saving behaviour issues from happening, helping concentration and lessening stress and anxiety.
Priority 2: to master the core skill of reading to enable all pupils to access the full curriculum.		
Action	Who	Expected Improvement
All classes to access Bug Club in school and at home (to support blended learning). This resource is used weekly	All staff	Children make good progress from Oct baseline in reading with improved fluency and comprehension.

Rapid Reading is used to support readers particularly as they make the transition from Year 2 to 3. This resource is used weekly	Class 2 and 3 teacher and teaching assistants	Identified children make good progress across the year and the gap narrows.
Priority 3: Basic mathematics calculation catch up interventions		
Action	Who	Expected Improvement
Teaching assistants to support identified pupils with misconceptions through a post teaching intervention	Teacher to guide class teaching assistant Intervention sessions led by Catch up teacher	Children make good progress from Oct baseline in maths with improved number application.
Priority 4: spelling interventions		
Action	Who	Expected Improvement
Teaching assistants to support identified pupils with misconceptions through a post teaching intervention	Teacher to guide class teaching assistant Intervention sessions led by Catch up teacher	Children make good progress from Oct baseline and are able to apply spelling and grammar rules taught.