



# Mapplewells Primary & Nursery School

## COVID Catch-up Premium Report 2020-21



### COVID catch-up premium spending: Summary

SUMMARY INFORMATION			
Total number of pupils:	275 (Based on previous census) 278 Currently on role	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£22,000 (Based on previous census)	£5500 – Paid for Autumn Term	

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

#### Catch Up Funding

##### Priorities

- Early Communication and Language
- Early Years, Years 1 and 2 Phonics
- Years 1 and 2 Reading
- Year 3 attainment
- Year 4 Times Tables
- Year 5 attainment
- Year 6 attainment

## Approaches

### Quality first teaching for all

- Develop a recovery curriculum
- Embed the MAPs Teaching and Learning lesson design approach across the school
- Development of a virtual learning offer
- Purchase a range of additional resources to support virtual learning.
- Purchase phonetically decodable books
- Use of key pillars to close gaps in learning
- Use of NTS assessments to identify gaps in learning

### Targeted support

- After school booster groups
- Recruitment of a Key Stage 1 Apprentice TA
- Deployment of SLT in Year 1 and 2 KS2 Maths focus in the pm
- Additional 1:1 reading
- NTP programme
- Lunch time and Easter holidays provision for Y6
- Purchase Year 6 Pearson's Homework Books in Reading, Maths and EGPS.

### Wider strategies

- Establish the specialist role of a Child and Family Support Officer.
- Pilot Early Adopter
- Further develop links with the wider community to ensure all families have access to affordable/free food and supplies.

### The aims of our Catch Up strategy are as followed:

- To raise the attainment of all pupils and to further close the gap created by unavoidable COVID-19 school closures.
- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To ensure all pupils feel settled and secure to be the best they possibly can be.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Gaps in phonic knowledge in KS1 as a result of school closure
B	Lack of exposure to high quality aspirational language and reading materials at home
C	Gaps in mathematical knowledge across school including Times Tables and reasoning application in calculation and fractions, decimals and percentages, with a focus on Y3, Y4, Y5, Y6

### ADDITIONAL BARRIERS

D	Pupils wellbeing, social, emotional and mental health.
E	Attendance of pupils in school continues to be affected by the National Pandemic resulting in an even greater need for virtual learning (home and remote learning).
F	Changes in family circumstances, e.g. loss of income and the need for additional pastoral support.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Further develop a recovery curriculum that appropriately supports and challenges all learners (2020-2021 SIP Priority 2 and 4)	<p>1-High Quality First Teaching of the recovery curriculum ensures pupils to catch up and keep up.</p> <p>Lesson observations show children are appropriately supported and challenged.</p> <p>All teaching is good or better.</p>	<p>1-High Quality Teaching for all (EEF).</p> <p>2-Curriculum meets the contextual needs of the school.</p> <p>3-Staff are using subject specific prerequisites to inform teaching and learning.</p> <p>4- Additional core learning opportunities timetabled in to ensure pupils keep up and catch up.</p>	<p>Long Term Plan demonstrates a coverage of curriculum subjects.</p> <p>Pupils engage in the school curriculum and are supported and challenged appropriately.</p> <p>A range of monitoring (lesson observations, planning scrutiny) carried out in line with SIP Priority 2 and 4.</p> <p>Pupil Progress meetings.</p>	<p>Curriculum Lead</p> <p>All staff</p>	<p>07.10.21</p> <p>Termly review of Catch Up strategy in line with FHT assessment points – 18.12.21; 31.03.21 and 12.07.21</p> <p>Lesson observations May 2021.</p>
	<p>2- Using the RSHE / Learning for life as a key enquiry driver supports pupils' well-being and ensures they are ready to learn.</p>	<p>1 – EEF Social and Emotional Learning (+4 months).</p> <p>2 - Enquiry questions during the Summer Term and in Autumn 1 encouraged the pupils to focus on themselves and their local community.</p> <p>3- RSHE /Learning for Life is a golden thread throughout the whole curriculum.</p>	<p>Staff CPL as part of the DfE RSHE Hub pilot and being the Hub school.</p> <p>A range of monitoring (learning walks, book scrutiny and pupil interviews) carried out in line with SIP Priority 2 and 4.</p> <p>Pupil Progress meetings.</p>	<p>GC and FM</p> <p>All staff</p>	<p>07.10.21 and 18.11.21</p> <p>Termly review of Catch Up strategy in line with FHT assessment points</p>

<p>Embed the MAPs Teaching and Learning lesson design approach across the school (2020-2021 SIP Priority 1)</p>	<p>Teachers are consistently delivering a mastery approach in all lessons across the curriculum.</p> <p>Pupil interviews show that children have a deeper understanding of the learning process.</p> <p>Planning and learning environment consistently reflect the MAPS approach.</p>	<p>The development of the MAPS has been created using a range of academic research.</p> <p>(Sherrington [2017], Clay &amp; Weston [2018] Reflective Practitioner Culture and Claxton &amp; Lucas [2015] Education Ruby, Behaviour for Learning. Hattie &amp; Clarke [2019], Myatt [2018] and Fletcher-Wood [2018].</p> <p>The model is developed based on Rosenshine's Principles of Instruction.</p> <p>FFT found strong evidence that <b>explicit instruction, scaffolding</b>, flexible grouping and metacognitive strategies are key components of high quality teaching and learning for pupils</p>	<p>Staff CPL.</p> <p>Lesson observations.</p> <p>Pupil discussions.</p> <p>Work scrutiny.</p> <p>Pupil progress.</p> <p>Learning Environment and the use of visual prompts / characters.</p>	<p>SLT</p> <p>Teaching &amp; Learning Lead</p> <p>All staff</p>	<p>23.09.21; 13.01.21; 28.04.21 and 05.05.21</p> <p>Termly review of Catch Up strategy in line with FHT assessment points.</p>
<p>Development of a virtual learning offer which includes remote and home learning.</p>	<p>Remote learning mirrors the learning in the classroom in terms of engagement and high-quality.</p> <p>Home learning consolidates in class learning.</p> <p>Virtual learning policy in place and followed by all staff.</p>	<p>1-Communicating with and supporting parents (+3 months - EEF).</p> <p>2-Supporting Home learning / Digital Technology (+4 months - EEF).</p> <p>3-All pupils are provided with an equal education.</p> <p>4-Pupils have the opportunity to practice and recall taught skills.</p>	<p>Regular staff CPL and training.</p> <p>Documents / resources are provided to appropriately scaffold learning.</p> <p>Documents are shared via the online platform.</p> <p>Evidence of a range of work shared on the online platform.</p>	<p>SLT</p> <p>Teaching &amp; Learning Lead</p> <p>Class Teachers</p>	<p>23.09.2020</p> <p>13/20/27.01.21</p> <p>Weekly review of engagement</p>

	Staff can confidently plan and deliver remote and home learning that mirrors school learning.				
Purchase a range of additional resources to support virtual learning.	Staff are equipped to deliver high quality teaching and learning remotely.	<p>1-Support remote learning.</p> <p>2-High-quality teaching for all (EEF).</p> <p>3-Technology/resources are not a barrier to fulfil teaching responsibilities Use of Digital Technology (+4 months EEF).</p>	<p>Teaching &amp; Learning Lead to purchase</p> <p>X14 Drywipe Whiteboards = £264</p> <p>X3 Flipchart Pads = £143</p> <p>X5 Desk Microphones = £48</p> <p>TOTAL = £455</p> <p>Staff are using learning packs to support with the delivery of remote learning.</p>	SLT T&L Lead Class Teachers	Autumn 2020 30.09.2020
	Children have learning pack both at home and in school that support scaffolding their learning. As a result, all children meet their end-of-year targets.	<p>1-Scaffolds for supporting children are available both at home and at school.</p> <p>2-All pupils have available resources to support their learning.</p>	<p>Zip wallets, whiteboards, whiteboard pens, pencils, rubbers and laminating pouches for agreed learning packs.</p> <p>Dry Wipe Markers £90</p> <p>Zip Wallets £108</p> <p>Laminating Pouches £31</p> <p>Erasers £37</p> <p>Rulers £33</p> <p>Whiteboards £241</p> <p>Exercise Books Lined &amp; Squared £145</p> <p>Total = £685</p> <p>Children are using learning packs to support them with home learning and remote learning.</p>	SLT Class Teachers	Autumn 1 2020 30.09.2020

<p>Purchase decodable reading books in KS1</p> <p>EYFS Big Cat Reading scheme is now in place.</p> <p>KS1 Big Cat Reading Scheme in place by the beginning of Spring 1 2021.</p> <p>Books ordered in Autumn 2 2020 and implemented 06.01.2021</p>	<p>Children have access to reading books they can decode and are closely matched to their phonics ability</p> <p>At least 85% of children pass the Y1 2021 Phonics Screening</p>	<p>1- English Hub network and the importance of all children being able to access a decodable reading book.</p> <p>2- Closely matched books are available to all pupils in KS1.</p> <p>3-Pupils will consolidate their reading skills before moving on to more challenging texts.</p>	<p>Early Reading leader to monitor engagement in reading at home.</p> <p>Phonics data each term.</p> <p>Reading data each term/</p>	<p>Phonics Leader</p> <p>Key Stage 1 and Foundation Staff.</p> <p>£3000 from school budget</p> <p>£3000 from school PTA (Friend of Mapplewells).</p>	<p>Autumn, Spring and Summer 2021 assessment points 18.12.21; 31.03.21 and 12.07.21</p>
<p>Key pillars are being prioritised to ensure that gaps are closed. Staff use the 'ready to progress document' to inform next steps</p>	<p>All teachers are able to identify the key pillars of learning to ensure that gaps are closed and children are ready to progress.</p> <p>Data analysis shows that all children are achieving at least their expected end of year target in the core subjects.</p> <p>Planning and books show this has been taught and pupils can articulate which gaps they've closed.</p>	<p>As a result of two national school closures it was of paramount importance to ensure the curriculum delivered focused on the key pillars to ensure children leave their current year group ready to progress.</p> <p>NCETM and DFE guidance</p> <p>Mastery learning +5 months</p>	<p>Subject leads to provide focused CPL to allow teachers to plan and teach key pillars</p> <p>Monitoring through planning and book scrutiny and learning walks to follow up impact of this work and support where necessary</p>	<p>HH-D</p> <p>RL</p> <p>SLT</p>	<p>10th February 2021</p> <p>21st April 2021</p>

<p>NTS tests purchased as part of the enhanced planning and assessment cycle</p>	<p>Standardised tests across the school and the trust allow for gaps to be identified and planning can be specific and targeted as result.</p> <p>Assessment is used even more effectively to inform QFT, the recovery curriculum and the use of intervention.</p> <p>FFT is used effectively to set aspirational targets.</p> <p>Pupil progress meetings are used effectively to measure the impact of targeted support.</p>	<p>It is important to identify the specific gaps in children’s learning and diagnose properly, not assume, therefore the standardized tests will allow teachers to do this.</p> <p>EEF Feedback +8months</p> <p>Interventions will be tightly focused, informed by assessment information</p>	<p>Set assessment dates each half term</p> <p>Pupil progress meetings</p> <p>Monitoring of planning, provision maps, gap analysis and timetables.</p>	<p>SLT</p>	<p>22nd March 2021</p> <p>12th July 2021</p>
Total budgeted cost:					£7140

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Additional teacher led after school Phonics provision for F2 pupils.</p> <p>3 x 1 hours x 15 week Teacher led after school club for F2 pupils.</p> <p>Bottom 20% and PP prioritised</p>	<p>All identified children will have a secure Phonics knowledge and meet end of year expectations.</p>	<p>1-Teacher Led by EYFS staff.</p> <p>3-Interventions are based around specific gaps in learning as well as pre teach opportunities (small group interventions EEF +4months).</p>	<p>Impact reviewed as part of SLT meetings.</p> <p>Pre and post assessments carried out to measure impact.</p> <p>Pupil Progress meetings.</p>	<p>3 x 1 hours x 15 week Teacher led after school club for F2 pupils.</p> <p>£900</p>	<p>SLT meetings (weekly)</p> <p>Reviewed as part of pupil progress meetings (termly)</p> <p>Dec 2020 and March 2021</p> <p>*Start April 2021 due to lockdown</p>

<p>Year 2 targeted phonics intervention in Autumn Term delivered as an after-school booster.</p> <p><b>Bottom 20% and PP prioritised</b></p>	<p>All targeted children make accelerated progress in Phonics.</p> <p>As a year group to achieve above the national standards in terms of the Y2 phonics screening. (83%)</p>	<p>1-Targetted intervention and smaller working group opportunities (EEF +4months)</p> <p>2-An existing, effective teacher within the Key Stage 1 Team who the children are familiar with.</p> <p>3-The member of staff is aware of the needs of the individual pupils and can tailor phonics teaching accordingly.</p>	<p>Key Stage 1 meetings to review progress.</p> <p>GAPs from practice screen addressed.</p>	<p>Key Stage 1 Teacher</p> <p>£608</p>	<p>Weekly KS1 and SLT meetings in Autumn 2020</p> <p>18.12.20 assessment point</p>
<p>Recruitment of a Key Stage 1 Apprentice TA to provide additional learning support.</p> <p><b>Bottom 20% and PP prioritised</b></p>	<p>All children get in class support as well as additional afternoon intervention(s) so that children catch up and keep up.</p>	<p>1-Targeted support (EEF)</p> <p>2-High quality small group tuition (EEF +4months)</p> <p>3-Additional member of staff to ensure all pupils have additional access to keep up and catch up provision/ interventions.</p>	<p>Readiness for learning is in line with pre pandemic levels.</p> <p>A greater number of pupils have access to targeted adult support.</p> <p>Children make good or better progress across KS1.</p>	<p>Key Stage 1 Leader</p> <p>£3695 (50% of annual cost)</p>	<p>Throughout the year</p> <p>Timetables and Provision maps</p> <p>Pupil Progress meetings (Termly)</p> <p>Dec 2020 and March 2021</p>
<p>Deployment of a senior leader to provide specific catch up intervention in Year 1 and 2.</p> <p><b>Bottom 20% and PP prioritised</b></p>	<p>By summer 2021, gaps in learning are addressed and children achieve Key stage 1 standards that are above the national standard in reading.</p>	<p>1-High quality small group tuition (EEF +4months)</p> <p>2-Additional member of staff to ensure targeted pupils have access to keep up and catch-up provision/ interventions.</p>	<p>Small group interventions. Pre and post assessments carried out to measure impact.</p> <p>Feedback between intervention teacher and class teachers is effective to ensure assessment data supports learning both in the classroom and intervention groups.</p>	<p>Member of SLT (3 additional afternoons per week in the Spring 1 term)</p> <p>£1555</p>	<p>Autumn 2020</p> <p>Weekly feedback</p>

<p>Additional one-to-one reading for identified pupils in year 1 and 2.</p> <p>3 Adult readers per week for 15 weeks</p> <p>Bottom 20% and PP prioritised</p>	<p>Pupils will move through the book band stages more quickly and improve their fluency with reading in order to accelerate progress and meet end-of-year expectations in reading</p>	<p>1-Pupils will have additional opportunities to read to an adult and ultimately increase the fluency of their reading.</p> <p>2- One-to-one tuition (EEF +5months).</p>	<p>Identified pupils receive additional opportunities to read to a familiar adult and fluency improves.</p> <p>Feedback between one-to-one reader and class teachers is effective to ensure assessment data supports learning both in the classroom and one-to-one reading session.</p>	<p>3 Adult readers per week for 15 weeks = £450</p>	<p>Spring and Summer 2021 assessment points 31.03.21 and 12.07.21</p>
<p>Engagement with National Tutoring Programme to provide additional small group teaching to identified pupils in:</p> <p>Year 1 – phonics Year 2 – reading Year 3 – Maths, Writing Year 4 - Writing Year 5 – EGPS/Maths</p> <p>Bottom 20% and PP prioritised</p>	<p>To ensure that identified pupils are supported and challenged appropriately to ensure that pupils meet their end of year expectations in identified subjects.</p>	<p>1-Small group intervention (EEF +4months).</p> <p>2-Pupil to have additional opportunities to work with a teacher to complete extra core learning.</p> <p>3-Feedback is specific and targeted (EEF +8 months)</p>	<p>Regular discussions between NTP tutor and teachers, identifying gaps in learning and next steps for identified pupils.</p> <p>SLT member ensuring consistent approach to the use of the tutor in school.</p> <p>Pupil Progress meetings</p>	<p>Academic Tutor 3hours per week for 10 weeks. = £463</p> <p>£463 x 4 = £1852</p>	<p>Review after 6 weeks.</p> <p>NTP tutor to be replaced with school member of staff from 07.06.2021.</p>

<p>Additional teacher led after school provision based around times tables for identified Year 4 pupils.</p> <p>Bottom 20% and PP prioritised</p>	<p>All identified children will have a secure understanding of times tables and meet MTC expectations.</p>	<p>1-High-quality small group tuition (EEF +4months).</p> <p>2-Teacher Led by Year 3 and 4 staff.</p> <p>3-Interventions are based around specific gaps in learning as well as pre teach opportunities.</p> <p>4-Feedback is specific and targeted (EEF +8 months)</p>	<p>Pupil Progress meetings.</p> <p>Reviewed during lessons to measure impact.</p> <p>Regular discussions between times tables teacher and class teachers, identifying gaps in learning and next steps for identified pupils.</p>	<p>Teachers – MW, MT/RL. 15weeks x 2 teachers = £600</p>	<p>March 2021 until JulySe 2021</p>
<p>Additional teacher led after school provision for identified Year 5 pupils.</p> <p>Focus: EGPS spelling rules and Maths fractions decimals and percentages.</p> <p>Bottom 20% and PP prioritised</p>	<p>All identified children will meet their end of year expectations in EGPS and Maths.</p>	<p>1-High-quality small group tuition (EEF +4months).</p> <p>2-Teacher Led by Year 5 staff.</p> <p>3-Interventions are based around specific gaps in learning as well as pre teach opportunities.</p> <p>4-Feedback is specific and targeted (EEF +8 months)</p>	<p>Pupil Progress meetings.</p> <p>Review impact as part of Quality 1<sup>st</sup> teaching as it is the class teacher delivering the additional after school intervention.</p> <p>Key Stage 2 leader to discuss impact and progress.</p>	<p>Teacher – JH 15weeks = £300</p>	<p>March until July 2021</p>

<p>Deployment of a senior leader to provide specific catch up intervention 5 afternoons per week in Key Stage 2.</p> <p>Y3 – Maths: fractions and decimals</p> <p>Y4 – Maths: calculations</p> <p>Y5 – Maths: Fractions, decimals and percentages.</p> <p>Y6 – Reading, writing, Maths based on AfL</p> <p><b>Bottom 20% and PP prioritised</b></p>	<p>To ensure that identified pupils in Y3/4/5 are supported and challenged appropriately to meet their end of year expectations in Maths.</p> <p>To ensure that identified pupils in 6 are supported and challenged to meet their end of year expectations in Reading, Writing and Maths.</p>	<p>1-High quality small group tuition (EEF +4months).</p> <p>2-Additional member of staff to ensure all pupils have additional access to keep up and catch up provision/ interventions.</p> <p>3-Feedback is specific and targeted (EEF +8 months)</p>	<p>A greater number of pupils across KS2 will receive additional interventions with an experienced teacher.</p> <p>Pupil Progress meetings evidences all identified pupils have made good or better progress.</p>	<p>SLT member 5 additional afternoons per week = £18,892</p> <p>Year 3, 4 &amp; 6.</p> <p>Year 5 (Summer 2)</p>	<p>Autumn, Spring and Summer 2021 assessment points</p> <p>18.12.21;</p> <p>31.03.21 and</p> <p>12.07.21</p>
<p>Year 6 additional lunch time provision 30 mins twice per week to facilitate pupils with the use of ICT to complete home learning activities and other virtual programs.</p>	<p>ICT is not a barrier and all children have the opportunity to access home learning.</p> <p>All identified children meet their end of year expectations.</p>	<p>1-Access to resources for all pupils.</p> <p>2-Adult support for all pupils.</p> <p>3-Digital Technology (EEF +4 Months)</p> <p>4-Homework (EEF +2 months)</p>	<p>Key Stage 2 leader and class teacher review engagement and impact on learning fortnightly as part of KS2 meeting.</p>	<p>30 mins – twice per week = £380</p>	<p>September 2020 until July 2021</p> <p>2 x days per week.</p>

<p>Purchase Year 6 Pearson's Homework Books in Reading, Maths and EGPS.</p>	<p>All Year 6 pupils have access to resources that support their home learning and link specifically to in class learning.</p> <p>All pupils meet their end of year expectations in Reading, Maths and EGPS.</p>	<p>1-Supporting home and remote learning.</p> <p>2-Supporting pupil and parents with the demands of the Year 6 curriculum. (Parental engagement +3 months EEF)</p> <p>3-Having access to resources is not a barrier to any pupil.</p> <p>4-Reading comprehension (EEF +6 months)</p>	<p>Pupil Progress meetings</p> <p>Parents' Evenings discussions.</p> <p>Parents' meetings to share expectations and importance of the books.</p>	<p>Key Stage 2 Leader and the Year 6 Teacher</p> <p>3 books per pupil (Reading, Maths, EGPS).</p> <p>Total = £420</p>	<p>November 2020</p> <p>Review after March assessment point 31.03.21</p>
<p>To provide additional learning opportunities for identified Year 6 pupils during the Easter Holidays with a focus on reading, writing, Maths and EGPS.</p>	<p>By summer 2021 gaps in learning are addressed and, as a year group, children achieve Key stage 2 standards that are above the national standard, in reading, writing, EGPS and Maths.</p> <p>Identified children who attend to meet their end of year expectations.</p>	<p>1-High quality small group tuition (EEF +4months).</p> <p>2-Additional learning opportunities for identified pupils.</p> <p>3-Pupils are working alongside the Year 6 team.</p> <p>4- Feedback is specific and targeted (EEF +8 months)</p>	<p>Gap analysis used to identify learning opportunities.</p> <p>Discussions between booster group teachers and class teachers, identifying gaps in learning and next steps for identified pupils.</p>	<p>2 x staff members = £300</p>	<p>Spring 2 2021 05.04.2021 to 16.04.2021</p>
<p>Total cost for targeted support:</p>					<p>£30,458</p>

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>To establish the specialist role of a Child and Family Support Officer.</p>	<p>Systems and processes are improved further to strengthen safeguarding and improve attendance.</p> <p>Pupil voice shows that children feel their mental health is supported in school.</p> <p>2020/21 Whole School Attendance is at least 96.5%</p>	<p>1-Parental engagement (EEF + 3months).</p> <p>2-Wellbeing and Mental Health support (EEF Social and Emotional Learning +4 months).</p> <p>3-Time to provide immediate support to vulnerable pupils and their families.</p> <p>4-A member of staff who can work solely on pastoral support.</p>	<p>Weekly DSL meetings show that safeguarding is effective.</p> <p>The school is working effectively with a range of external agencies to ensure families are signposted to support as and when needed.</p> <p>SENDCO and Family Support Worker meet weekly to ensure support for targeted families is effective.</p>	<p>SLT DSL Child and Family Support Officer SENDCO</p>	<p>Weekly meetings</p>

	Immediate Pastoral care and support is provided to our children and families when needed.				
Further develop links with the wider community to ensure all families have access to affordable/free food and supplies.	Most vulnerable families and children have sufficient food each week to meet their basic needs and ensure they are in a position to learn.	1-Parental engagement (EEF +3 months). 2-Pupils and families will have access to free and affordable food.	School office and Family Support Worker meet weekly to work alongside County Council to monitor family uptake of food vouchers and food banks. Class teachers signposting families to Family Support Worker.	SLT School office Child and Family Support Officer	Weekly
To pilot the Early Adopter in EYFS (F1/F2) so that Early Years are delivering high quality teaching for all.	The Early Years unit is well prepared for the new curriculum which will be statutory in Sept 2021-2021. By summer 2021, gaps in learning are addressed and children achieve GLD standards that are above the national standard.	1-Pupils to have access to a high-quality curriculum 2-Staff are aware of the new curriculum before it becomes statutory.	Staff training to ensure that all staff have the knowledge and understanding of the new EYFS curriculum.	NH	Summer 2020 – until Summer 2 2021
Total cost for other approaches:					£0
Total catch-up budgeted cost:					£22,000
Total budgeted cost (including spend subsidised by school budget):					£37,598