

**Park View Academy Covid-19 Catch Up Plan 2020/21**

Target Area	Specific Area of Support	Baseline	Action/Strategy	Integrated with PP and School Improvement Funding		Who	When	Cost	RAG		
1. Teaching and Whole School Strategies	Supporting good teaching	Spring and summer term curriculum objectives not taught.	<ul style="list-style-type: none"> <li>The Recovery Curriculum for Primary Schools: Re-connection, Recovery and Resilience – National College webinar to help strategically plan, implement and monitor a recovery curriculum that suits the needs of all pupils</li> </ul>	<b>CCU Funded</b>	A specific recovery curriculum will be designed and implemented during the autumn term to ensure 100% of children are taught previous year group objectives in autumn 1 ready for their current programme of study in autumn 2.	HT/ GL	Sept 2020	£350			
		CPD needs discussed and acted upon with Knowsley TS	<ul style="list-style-type: none"> <li>Provide a tailored programme of study and tasks for all NQTs/RQTs to ensure they meet all necessary teaching standards in order to qualify for QTS.</li> </ul>	<i>Linked to SIP</i>	Ensure that all NQT and RQT are graded good or better through formal observation.	HT / DHT	Sept 2020	£0 <i>SIP Funded</i>			
		SIMS Data Severe Gaps in learning in R Y1 – 63% Y2 – 26% Y3 – 4% Y4 – 8% Y5 – 6% Y6 – 5%	<ul style="list-style-type: none"> <li>Implementation of a whole class reading session to allow all children access to an age appropriate text during lessons and at home.</li> </ul>	<i>Linked to SIP</i> <b>CCU Funded</b>	100% children access age-appropriate texts. Deeper understanding of texts and wider understanding of vocabulary. 75% of children achieve expected standard in reading at the end of KS2. 20%+ children achieve higher level standard in reading at the end of KS2.	HT/ DHT	Sept 2020	£TBC SM			
			<ul style="list-style-type: none"> <li>Provide continuous CPD for all staff, both on site and off site, on identified areas of curriculum planning weakness identified through middle leader action plane (DT, Art, PSHE etc).</li> </ul>	<i>Linked to SIP</i> <b>CCU Funded</b>	CPD to be provided for all staff at distance to ensure that 100% of teachers are fully confident to teach the core and foundation curriculum.	HT / DHT	Sept 2020	£300			
		Spring and summer term curriculum objectives not taught.	<ul style="list-style-type: none"> <li>Recovery curriculum taught throughout autumn 1.</li> </ul>	<i>Linked to SIP</i>	100% of children are taught previous year group objectives to complete the recovery curriculum.	DHT/ KC / LG	Sept 2020	£0 <i>SIP Funded</i>			
		Consultant has identified needs of school and Phonics Lead implementing change	<ul style="list-style-type: none"> <li>Read Write Inc training for appropriate staff and additional sets of resources to deliver the programme to children.</li> </ul>	<i>Linked to SIP</i> <b>CCU Funded</b>	82% of Y1 and 2 (delayed test) pupils pass the phonics screening check.	DHT/ HW	Oct 2020	£TBC DK			
		Knowledge Organisers used in books and revisited during lessons.	<ul style="list-style-type: none"> <li>Knowledge organisers in place for each topic taught.</li> </ul>	<i>Linked to SIP through Recovery Curriculum</i>	100% pupils have access to explicit vocabulary and key facts/information to apply to their topics.	DHT / HW	Sept 2020	£0 <i>SIP Funded</i>			
		New national EYFS curriculum to be introduced.	<ul style="list-style-type: none"> <li>Early Years Policy: EYFS Webinar Package and A Senior Leaders Guide to EYFS (CPD) – Early Excellence National Webinar to unpick the strategic implications for Senior and EYFS Leaders.</li> </ul>	<i>Linked to SIP</i> <b>CCU Funded</b>	The EYFS Leader develops a strategic plan to implement the new Development Matters guidance and recognises the implications for leadership and classroom practice. 72% of Early Years children (in Reception) achieve a Good Level of Development	HT/ DHT / DW / HW	Oct 2020	£170			
		Limited leadership capacity. Limited leadership & management	<ul style="list-style-type: none"> <li>NPQML training (Lynn Gray, Jennifer Daly, Natasha Lampkin)</li> </ul>	<i>Linked to SIP Fully funded places. Supply Costs only.</i> <b>CCU Funded</b>	Leadership development and professional achievement for middle/senior leaders. Boost leadership capacity within the school.	HT	Oct 2020	<i>Funded places</i>			

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	experience in middle/senior leaders.										
	(Sims Data) Severe gaps in maths: Y1 10% Y2 26% Y3 6% Y4 10% Y5 6% Y6 5% (Sims Data) Severe gaps in writing: Y1 27% Y2 26% Y3 8% Y4 13% Y5 6% Y6 10%	<ul style="list-style-type: none"> <li>Learning By Questions (Otrack) subscription.</li> </ul>	<b>CCU Funded</b>	Gaps in learning are identified for each pupil. Individual learning plans are in place for children with identified gaps. Misconceptions are addressed at the point of learning. 80% of children achieve expected standard in maths / grammar across all year groups. 20%+ children achieve higher level standard in maths / grammar.	HT/ GL	Oct 2020	£200 x10 £2,000				
		<ul style="list-style-type: none"> <li>INSET/training on curriculum changes and implementation in Sept 2021.</li> </ul>	<b>CCU Funded</b>	Quality assurance shows 90% of lessons are judged to be 'good' or better.	DHT	June 2021	£400				
	(SIMS Data) Concerns over emotional wellbeing YR 41% Y1 17% Y2 32% Y3 6% Y4 23% Y5 14% Y6 20%	<ul style="list-style-type: none"> <li>Use the Wellbeing Award Framework to support children's well-being and social, moral, spiritual and cultural development.</li> </ul>	<b>CCU Funded</b>	Quality assurance shows 90% of PSHE lessons are judged to be 'good' or better. High quality SMSC provision is in place which enables children to make informed choices and prepares them for life in modern Britain.	CHJ/ DW	Oct 2020	£500				
		<ul style="list-style-type: none"> <li>Use the Early Years Quality Mark Framework to ensure high quality provision is in place in nursery and reception.</li> </ul>	<b>CCU Funded</b>	72% of children achieve GLD. Communication and language, and maths are the highest priority. Rigorous self-evaluation identifies strengths and prioritises key areas for development. Children are engaged, curious learners and demonstrate 'good' progress towards EYFSP objectives.	HW	Oct 2020	£1500				
	Spring and summer term curriculum objectives not taught.	<ul style="list-style-type: none"> <li>Use the Science Quality Mark Framework to share good practice and develop scientific enquiry skills throughout the year groups.</li> </ul>	<b>CCU Funded</b>	Quality assurance shows 90% of science lessons are judged to be 'good' or better. 80% of children achieve expected standard in science. 20%+ children achieve higher level standard in science.	MA / NB	Oct 2020	£1,200				
	SIMS Data Severe Gaps in learning Y1 – 63% Y2 – 26% Y3 – 4% Y4 – 8% Y5 – 6% Y6 – 5%	<ul style="list-style-type: none"> <li>Use the Reading Quality Mark Framework to share good practice and support the development of a reading community.</li> </ul>	<b>CCU Funded</b>	Quality assurance shows 90% of reading lessons are judged to be 'good' or better. 80% of children achieve expected standard in maths. 20%+ children achieve higher level standard in maths.	HW	Nov 2020	£599				

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		<ul style="list-style-type: none"> <li>Continue to performance manage and provide CPD to all teaching assistants using the TA Standards to ensure high quality teaching and learning led by support staff.</li> </ul>	<b>CCU Funded</b>	Management systems effectively promote children's progress through the work of teaching assistants. High quality teaching takes place through effective classroom practice and interventions.	DHT	Nov 2020	£1,000			
Pupil assessment and feedback	No summer term standardised test results.	<ul style="list-style-type: none"> <li>Termly NTS tests for Y1 to Y6 (Reading, Maths, Spelling).</li> </ul>	<b>CCU Funded</b>	Pupils are accurately assessed and gaps in learning are identified. Lessons are planned appropriately to address the gaps.	GL	Termly	£1,496.00			
	Teachers have directed time to	<ul style="list-style-type: none"> <li>Weekly marking &amp; feedback time allocation.</li> </ul>	<b>CCU Funded</b>	Staff are able to respond to misconceptions and plan learning accordingly.	Teachers	Weekly	£0			
	(SIMS Data) Concerns over emotional wellbeing YR 41% Y1 17% Y2 32% Y3 6% Y4 23% Y5 14% Y6 20%	<ul style="list-style-type: none"> <li>Pupil Attitudes to Self and School (PASS) questionnaires – to identify fragile learners and discover hidden barriers to learning</li> </ul>	<b>CCU Funded</b>	Pupils targeted and identified for support from EWO and ensuring a consistent whole school approach to mental and emotional health strategy.	CHJ/ DW	Dec 2020	TBC awaiting Quote GL			
	Spring and summer term phonics programme not taught	<ul style="list-style-type: none"> <li>Phonics assessments &amp; termly tracking data. Additional resources.</li> </ul>	<b>CCU Funded</b>	82% of Y1 and Y2 pupils pass the phonics screening check.	HT / HW	Nov 2020	£200			
	Spring and summer term phonics programme not taught	<ul style="list-style-type: none"> <li>Phonics screening test for Y2 pupils (release of phonics lead).</li> </ul>	<b>CCU Funded</b>	80% of Y2 pupils pass the phonics screening check.	HT / HW	Nov 2020	£200			
	No accurate summer data due to partial school closure	<ul style="list-style-type: none"> <li>Summative / formative assessments through Otrack.</li> </ul>	<b>CCU Funded</b>	Pupils are accurately assessed and gaps in learning are identified. Lessons are planned appropriately to address the gaps.	DHT / GL	Sept 2020	£0			
Transition support	No formal transition in summer 2020 due to school closures.	<ul style="list-style-type: none"> <li>New transition strategy in place outlining the revised procedures for new starters in Reception and Nursery (Sept 2020).</li> </ul>	<b>CCU Funded</b>	Swift and successful engagement with school. Staff, parents and children are well-informed and are clear on expectations. Transition is a positive experience which does not hinder pupils' wellbeing, learning or development, and ensures children are enthusiastic to learn in their new setting/classroom. 72% of Early Years children (in Reception) achieve a Good Level of Development	HW/ DW / DHT	Sept 2020	£0			
	No formal transition in summer 2020 due to school closures.	<ul style="list-style-type: none"> <li>Individual transition plans for target children with a phased/supported introduction to their return to school (SEND).</li> </ul>	<b>CCU Funded</b>	As above. Successful transition of SEND children and reduction in pupils experiencing barriers to their learning.	SENDco	Sept 2020	£0			
	(SIMS Data) Concerns over emotional wellbeing YR 41% Y1 17% Y2 32% Y3 6% Y4 23% Y5 14% Y6 20%	<ul style="list-style-type: none"> <li>Autumn term timetable adjusted for additional PSHE, transition and well-being support.</li> </ul>	<b>CCU Funded</b>	As above	HT/ DHT	Sept 2020	£0			

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		Y6 46% of pupils show severe / moderate gaps in R/W/M combined.	<ul style="list-style-type: none"> <li>Summer school (2021) including transition to high school. (See <i>Wider Strategies: Summer Support below</i>)</li> </ul>	<b>CCU Funded</b>	As above	HT / DHT	Aug 2021	£8000			
		No formal transition in summer 2020 due to school closures	<ul style="list-style-type: none"> <li>Publication of transition booklets for each year group.</li> </ul>	<b>CCU Funded</b>	Parents and children are well-informed and are clear on expectations.	HT / DHT	June 2021	£100			
		(Sims data) Evidence of little home learning combined Y1 0% (Reception data) Y2 19% Y3 2% Y4 5% Y5 6% Y6 20%	<ul style="list-style-type: none"> <li>Reading/Homework planners for each child from Nursery to Y6.</li> </ul>	<b>CCU Funded</b>	Parents and children are well-informed and are clear on expectations. 100% pupils have access at home to age-appropriate vocabulary, spellings and key facts/information to apply to their learning.	HT / DHT	Sept 2020	£1960			
		No formal transition in summer 2020 due to school closures.	<ul style="list-style-type: none"> <li>Create transition videos for each class so they can be shared at home and school.</li> </ul>	<b>CCU Funded</b>	Swift and successful engagement with school. Staff, parents and children are well-informed and are clear on expectations. Transition is a positive experience which does not hinder pupils' wellbeing, learning or development, and ensures children are enthusiastic to learn in their new setting/classroom.	Class teachers	June 2021	£500			
<b>2. Targeted Support</b>	One to one and small group tuition	SIMS Data Severe Gaps in learning in RWM Y1 – 33% Y2 – 26% Y3 – 4% Y4 – 5% Y5 – 6% Y6 – 5%	<ul style="list-style-type: none"> <li>School-led intervention groups (run by TAs/HLTAs).</li> </ul>	<b>CCU Funded</b>	65-75% of Y6 pupils to achieve the expected standard in the KS2 SATs (combined). 20% of Y6 pupils to achieve the higher standard in the KS2 SATs (combined).	SENDco SLT	Oct 2020	£200			
		SIMS Data Severe Gaps in learning in RWM Y1 – 33% Y2 – 26% Y3 – 4% Y4 – 5% Y5 – 6% Y6 – 5%	<ul style="list-style-type: none"> <li>Booster sessions (Teachers &amp; TAs).</li> </ul>	<b>CCU Funded</b>	65-75% of Y6 pupils to achieve the expected standard in the KS2 SATs (combined). 20% of Y6 pupils to achieve the higher standard in the KS2 SATs (combined). Increase in retrieval skills of subject-specific knowledge, so that in the tests, learners can remember it. Reduction in gaps in learners' knowledge and improvement in pupils' ability to comprehend and respond effectively to the questions set in test situations.	SLT	Jan 2021	£500			
		Y6 17% of pupils show severe / moderate gaps in R/W/M combined.	<ul style="list-style-type: none"> <li>Tutor programme 1:1 sessions with target pupils.</li> </ul>	<b>CCU Funded</b>	65-75% of Y6 pupils to achieve the expected standard in the KS2 SATs (combined). 20% of Y6 pupils to achieve the higher standard in the KS2 SATs (combined).	HT / DHT	Jan 2021	£6000			
		Spring and summer term phonics programme not taught	<ul style="list-style-type: none"> <li>Phonics intervention groups (Y1 &amp; Y2)</li> </ul>	<b>CCU Funded</b>	82% of Y2 pupils to achieve the expected standard in phonics. 82% of Y1 pupils to achieve the expected standard in phonics	HT / HW	Oct 2020	Y1 £TBC Y2 TBC			



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	(SIMS Data) Reception severe gap is 12%	<ul style="list-style-type: none"> <li>EYFS – communication, language and literacy skills support.</li> </ul>	<b>CCU Funded</b>	80% EYFS pupils achieve age-related expectations in CLL and reading.	HT / HW / DHT	Oct 2020	£TBC			
Intervention Programme	SEN	<ul style="list-style-type: none"> <li>IDL Maths subscription</li> </ul>	<b>CCU Funded</b>	Increased participation of SEND children and improved outcomes in maths for pupils experiencing barriers to their learning. Increase in confidence and independent learning.	SENDco	Sept 2020	£500			
	SEN	<ul style="list-style-type: none"> <li>IDL English subscription</li> </ul>	<b>CCU Funded</b>	Increased participation of SEND children and improved outcomes In English for pupils experiencing barriers to their learning. Increase in confidence and independent learning.	SENDco	Sept 2020	£950			
	45% of Y1 children have severe and moderate gaps	<ul style="list-style-type: none"> <li>Y1 handwriting intervention</li> </ul>	<b>CCU Funded</b>	Improved pencil grip and letter formation. Children write in legible, pre-cursive writing.	LG / KC	Oct 2020	£120			
	45% of Y1 children have severe and moderate gaps	<ul style="list-style-type: none"> <li>Y1 maths intervention group</li> </ul>	<b>CCU Funded</b>	Target children improve their basic skills and are able to work at age-related expectations. Gaps are narrowed.	LG / KC	Nov 2020	£185			
Extended School time	SIMS Data Severe Gaps in learning for RWM Y1 – 33% Y2 – 26% Y3 – 4% Y4 – 5% Y5 – 6% Y6 – 5%	<ul style="list-style-type: none"> <li>1:1 tuition / small group tuition (after school).</li> </ul>	<b>CCU Funded</b>	65-75% of Y6 pupils to achieve the expected standard in the KS2 SATs (combined). 20% of Y6 pupils to achieve the higher standard in the KS2 SATs (combined).	HT / DHT	Jan 2021	<i>Costed above (£6000)</i>			
	SIMS Data Severe Gaps in learning for RWM Y1 – 33% Y2 – 26% Y3 – 4% Y4 – 5% Y5 – 6% Y6 – 5%	<ul style="list-style-type: none"> <li>Booster groups in reading, writing, SPaG and maths (after school).</li> </ul>	<b>CCU Funded</b>	65-75% of Y6 pupils to achieve the expected standard in the KS2 SATs (combined). 20% of Y6 pupils to achieve the higher standard in the KS2 SATs (combined). Increase in retrieval skills of subject-specific knowledge, so that in the tests, learners can remember it. Reduction in gaps in learners' knowledge and improvement in pupils' ability to comprehend and respond effectively to the questions set in test situations.	SLT	Jan 2021	<i>Costed above (£500)</i>			
	Due to current restrictions, library and reading sheds are not being used	<ul style="list-style-type: none"> <li>Provide additional opportunities for learning outdoors that can be accessed at playtimes/lunchtimes (as well as during lessons). Maths/Reading sheds and resources.</li> </ul>	<b>CCU Funded</b>	Increased engagement in maths and reading for pleasure. Higher levels of active learning/ kinaesthetic learning opportunities. Pupils develop better skills of communication, problem solving, enquiring and experimenting. 70% of children achieve expected standard in maths and reading. 20%+ children achieve higher level standard in maths and reading. 72% of Early Years children (in Reception) achieve a Good Level of Development	AP/ HT/ DHT/ Sports Coach	Nov 2020	£300			
	(Sims data) Evidence of little home learning combined Y1 0% (Reception data)	<ul style="list-style-type: none"> <li>Provide remote learning opportunities and home learning packs (<i>see subscriptions identified in 'Wider Strategies: Supporting Parents &amp; Carers'</i>)</li> </ul>	<b>Pupil Premium Funded</b>	100% pupils have access at home to age-appropriate vocabulary, spellings and key facts/information to apply to their learning. 100% of pupils have access to home learning activities.	DHT HT	Oct 2020	<i>Costed in subscriptions &amp; home learning bundles below</i>			

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		Y2 19% Y3 2% Y4 5% Y5 6% Y6 20%			100% of families have access to remote/online learning activities through digital devices.							
<b>3. Wider Strategies</b>	Supporting parents and carers	(Sims data) Evidence of little home learning combined Y1 0% (Reception data) Y2 19% Y3 2% Y4 5% Y5 6% Y6 20%	<ul style="list-style-type: none"> <li>Remote Learning Subscriptions: <b>Purple Mash</b>, TTRS, Spelling Shed, Bedrock.</li> </ul>	<b>CCU Funded</b>	100% of families have access to remote/online learning activities through digital devices. 100% of pupils have access to home learning activities in all curriculum areas.	DHT	Oct 2020	£950				
		(Sims data) Evidence of little home learning combined Y1 0% (Reception data) Y2 19% Y3 2% Y4 5% Y5 6% Y6 20%	<ul style="list-style-type: none"> <li>Home Learning Packs Y1-Y6: CGP Catch-Up Bundles (Mental Maths / 10 min tests / Grammar &amp; Punctuation / Maths / Comprehension / Handwriting)</li> </ul>	<b>CCU Funded</b>	100% pupils have access at home to age-appropriate vocabulary, spellings and key facts/information to apply to their learning. 100% of pupils have access to home learning activities in maths and English.	Class teachers DHT	Nov 2020	£2961.44				
		(Sims Data) evidence of EYFS children with little home learning: N 12% R 17%	<ul style="list-style-type: none"> <li>EYFS Home Learning Pack: CGP Bundle (Handwriting / Phonics / Maths)</li> </ul>	<b>CCU Funded</b>	100% of Early Years pupils have access to home learning activities in English and Maths.	DHT	Nov 2020	£240				
		Yr 1 Severe Gap 63% Misconceptions 35%	<ul style="list-style-type: none"> <li>Additional Y1 Home reading linked to Read Write Inc</li> </ul>	<b>CCU Funded</b>	Children link phonics and reading and apply their phonetical knowledge to their home reading. High home engagement in reading.	LG/KC	Nov 2020	£125				
		Teachers identified 12% of the school (41% Reception) as struggling socially	<ul style="list-style-type: none"> <li>After-School Club and Breakfast Club to promote attendance/ punctuality and working families.</li> </ul>	<b>PP Funded / Income</b>	Support in place for 'vulnerable' families. Increased engagement from target families. High rates of attendance and punctuality. 96.2%-97% attendance rate. Less than 5% persistent absenteeism. 0% - 0.5% lates.	DHT	Jan 2021	£0				
		Attendance 96.6% with PA at 5.85%	<ul style="list-style-type: none"> <li>DW tracking all Covid-related absences of pupils and staff (e.g. awaiting test results, showing symptoms, in quarantine, isolating etc.). Daily log provided to show the risk to bubbles and safe return dates.</li> </ul>	<b>PP Funded</b>	0% of year group bubbles sent home for isolation. Any bubbles 'at risk' are swiftly identified and tracked. School remains open throughout the pandemic with a full educational offer.	DW	Sept 2020	£0				
		Attendance 96.6% with PA at 5.85%	<ul style="list-style-type: none"> <li>School communications direct to mobile phones.</li> </ul>	<b>CCU Funded</b>	Staff, parents and children are well-informed and are clear on expectations. Information is shared effectively.	SLT	Sept 2020	£0				

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	Attendance 96.6% with PA at 5.85%	<ul style="list-style-type: none"> <li>DW – timely Covid communications to parents. Weekly updates to keep children safe.</li> </ul>	<b>CCU Funded</b>	Staff, parents and children are well-informed and are clear on expectations. The community is well informed and up to date with Covid-19 regulations and safety precautions.	DW	Sept 2020	£100			
	Minimal engagement with parents during spring/summer terms due to partial school closure.	<ul style="list-style-type: none"> <li>Parent questionnaires through online system and analysis of feedback.</li> </ul>	<b>CCU Funded</b>	Parents have an active role in the education of their children. Strong partnerships between families and school. Concerns are addressed and the school provides suitable support to families. Parents are involved in decision-making.	DW	Nov 2020	£100			
	Parents Evening (Spring and Summer Term) and Meet the Teacher (Autumn 2020) unable to happen in current climate	<ul style="list-style-type: none"> <li>Outline minimum expectations of home learning / remote learning to staff, parents and children.</li> </ul>	<b>CCU Funded</b>	100% of pupils engage with home learning &/or remote learning activities in the case of being sent home to isolate. Parents and pupils are clear on the expectations.	SLT	Oct 2020	£0			
Access to technology	(Sims data) Evidence of little home learning combined Y1 0% (Reception data) Y2 19% Y3 2% Y4 5% Y5 6% Y6 20%	<ul style="list-style-type: none"> <li>Electronic devices allocated to target families.</li> </ul>	<b>CCU Funded</b>	100% of families have access to remote/online learning activities through digital devices.	HT / DHT	Oct 2020	£5000			
Summer support	Due to success of running Summer School in 2020, were over 120 pupils attended, feedback from parents is that it is needed as an ongoing transition tool	<ul style="list-style-type: none"> <li>Summer school to incorporate enrichment and transition activities with an emphasis on maths/English/science.</li> </ul>	<b>CCU Funded</b>	Swift and successful engagement with school for Y6-Y7 pupils. Transition is a positive experience which does not hinder pupils' wellbeing, learning or development, and ensures children are enthusiastic to learn in their new setting/classroom. Pupils demonstrate confidence, engagement and independent learning. 100% of pupils in Y1-Y6 have the opportunity to access an enrichment/learning activity in the summer holidays.	HT/ DHT	Aug 2021	<i>Costed above</i>			
	SIMS Data Severe Gaps in learning for RWM Y1 – 33% Y2 – 26% Y3 – 4% Y4 – 5% Y5 – 6% Y6 – 5%	<ul style="list-style-type: none"> <li>1:1 tutoring / small group tutoring opportunities.</li> </ul>	<b>CCU Funded</b>	Increase in retrieval skills of subject-specific knowledge, so that in the tests, learners can remember it. Reduction in gaps in learners' knowledge and improvement in pupils' ability to comprehend and respond effectively to the questions set in test situations. 65%-75% of pupils achieve the expected standard in reading / writing / maths.	HT / DHT	Aug 2021	<i>Costed above</i>			
Enrichment Opportunities	0% access to enrichment during spring/summer terms at school or within the local	<ul style="list-style-type: none"> <li>Provide opportunities to enhance learning and offer wider experiences e.g. online plays/pantomimes, online authors / workshops etc.</li> </ul>	<b>CCU Funded</b>	96.2%-97% Attendance Less than 5% persistent absenteeism 0% permanent exclusions / 0% FTE 100% of pupils have access to enrichment opportunities to support learning and provide learning experiences.	SLT	Nov 2020	£2000			

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	community due to national lockdown			Increased levels of engagement and participation in learning / lessons. 100% of pupils demonstrate good behaviour for learning. Low level disruption is rare.						
	As above	<ul style="list-style-type: none"> <li>Enrichment Clubs (full subject coverage).</li> </ul>	<b>CCU Funded</b>	100% of pupils have access to enrichment opportunities to support learning and provide learning experiences. 100% of pupils have the opportunity to participate in an enrichment club. Increased levels of engagement and participation within school.	SLT	Jan 2021	£800			
	(Sims data) Evidence of little home learning combined Y1 0% (Reception data) Y2 19% Y3 2% Y4 5% Y5 6% Y6 20%	<ul style="list-style-type: none"> <li>Homework Club to support home learning.</li> </ul>	<b>CCU Funded</b>	100% of pupils in Y1-Y6 have the opportunity to receive support for home learning activities. Higher levels of engagement and return of homework.	SLT	Jan 2021	£100			

**Funding Allowance**

**Total Funding**

**£36,857,40** without strategies highlighted in purple included

**£44,606,44** with strategies highlighted in purple

This does not include substantial figures yet due for reading books and summer school.