



Catch up Funding Report 2020-2021

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

The school will receive a total of £80 per pupil.

Research by the EEF has been the basis for our spending decisions with this additional funding.

How are we identifying children who need support above and beyond our quality first teaching approach?

4 weeks into the Autumn term, once the children had adjusted back to the school day, teachers baselined their children and identified which children had regressed significantly from their starting points on their return to the classroom. These children, alongside children identified as vulnerable or those with poor attendance have been targeted with additional intervention and support above and beyond our usual offer using our catch up funding. **See Catch up Funding Provision Map 20-21.**

How will we monitor the impact of these interventions?

Team leaders will work closely alongside SLT to monitor the impact of additional catch up resources and interventions in their teams. Depending on the provision accessed by the children, progress will be reviewed half termly **See Intervention Impact Reports** or termly and provision adjusted accordingly. **See Catch up Funding Impact Reports / See Provision Map 20-21.**

Overview of the school

Total number of pupils on roll	402
Amount of PPG received per pupil	£80
Total amount of PP received	£32,160

The key ways that Catch up Premium Funding is spent is summarised below

Additional Adult Support

Focus: Ensuring that the lowest attaining children will succeed in literacy
Focus: Ensuring that the lowest attaining children will succeed in numeracy
Focus: Support targeted children to make accelerated progress in line with their peers.

<p>The DfE recommends small group or 1-to-1 tuition as an effective way to support children this year to close the gap.</p> <p>The EEF suggests that: There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches. Tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.</p> <p>In purchasing one member of staff for a year on a temporary contract, this would enable them to be a consistent face across the school and enable the adult to build effective relationships with the children in their groups.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>Teachers will be paid an additional tutoring payment to provide a small group after school tuition to support year 6 pupils close the gap before SATs. Research from the EEF has found that tuition delivered by qualified teachers is likely to have the highest impact.</p>	<p>TA to support children to make progress through small group tuition and 1-1 support</p> <p>£7,540 per term</p> <p>£22,620</p> <p>Additional phonics intervention work from Reading Recovery Teacher - Year 1/2</p> <p>£covered in school budget</p> <p>Year 5/6 booster group and intervention teacher</p> <p>£covered in school budget</p> <p>Teacher Lead after school tutoring</p> <p>£30 p/h - Jan - May £1440</p>
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Reading support for families at home

Focus: A greater number of pupils reading at home with an adult
Focus: involving parents in helping their children to make accelerated progress in reading

<p>The guidance states that schools should “focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning”.</p> <p>Providing additional books and educational resources to families “may also be helpful—for example, offering advice about effective strategies for reading with children”.</p> <p>As part of our SDP we have linked home reading books to learning and reading that is happening through the use of our whole school Big Cat Book Scheme. In purchasing more BC books, children would be able to read familiar texts at home, thus supporting learning in the classroom.</p>	<p>Big Cat Take Home Books - Whole School</p> <p>£4900</p>
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TA/Teacher led Specialist Intervention Programmes:

Focus: All children leave foundation with the effective language skills needed to access KS1 curriculum

Focus: High quality writing interventions support children in KS2 to close the gap in reading and writing.

The Reception NELI programme involves scripted individual and small-group language activities delivered by teaching assistants (TAs), or early years educators, to children identified as being in need of targeted language support. The 20 week NELI programme aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy.

Research from the EEF found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills, on average, compared to children who did not receive NELI. This result has a very high security rating: 5 out of 5 on the EEF padlock scale. Children receiving the NELI programme also made additional progress in early word reading and on a teacher administered language assessment.

Authorfy is a creative writing club that will be run as an intervention. The intervention is pre planned and resourced; split into warm up activities, group discussions, planning worksheets, author videos, games and writing challenges.

NELI programme

Jan 21 - Free

Additional phonics intervention work from Reading Recovery Teacher - Year 1/2
£covered in school budget

Year 5/6 booster group and intervention teacher

£covered in school budget

Authorfy Writing Intervention - UKS2

£180 per term

£540

Additional High Quality CPD

Focus: Raise attainment in reading and writing across the whole school.
Focus: Ensure a consistent, school wide approach to the teaching of writing.

According to the guidance, great teaching is "the most important lever schools have to improve outcomes for their pupils".

Schools should ensure every teacher is supported and prepared for the new year, while providing opportunities for professional development.

CPD to support curriculum planning or focused training on the effective use of technology "is likely to be valuable".

In purchasing high quality CPD on Talk 4 Writing for all teaching staff it would support the teaching of literacy by ensuring a consistent, proven approach to writing across the school (FS-6). Enabling teachers to close the gap for children in reading and writing.

Individual staff CPD
£195 p/d

EYFS / KS1 x5

£975

Purchase of High Quality Pupil Assessments

Focus: Raise attainment in reading, writing and maths across the whole school.
Focus: Ensure a consistent, school wide approach to the teaching of writing.
Focus: Identifying and tracking needs of SEND/PP children

<p>“Pupil assessment and feedback Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.”</p> <p>In purchasing tests that link explicitly to our numeracy and reading teaching approaches, teachers will be able to clearly identify gaps in children’s learning and put in place the necessary support for the children to make accelerated progress.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>Edukey is an ‘award-winning’ online system to track and support the needs and strategies of SEND/PP children. This will enable school staff to identify the correct intervention and the correct targets based on the child’s individual needs. Edukey will allow the school to assess and analyse the impact of provisions provided and adapt as needed.</p> <p>Following the successful introduction of Times Tables Rockstars in encouraging children to master times table and division facts, Numbots have introduced a game to improve a child’s recall and understanding of number bonds and addition/subtraction facts which are the critical foundations in maths to ensure a secure understanding of place value. Numbots is self-marking and teachers can capture pupil data and track progress and therefore adapt teaching and learning to meet the individual needs of each child.</p>	<p>Collins Reading Progress Tests</p> <p>£300</p> <p>Collins White Rose Tests</p> <p>£300</p> <p>https://collins.co.uk/collections/maths-progress-tests-for-white-rose</p> <p>Edukey £795 p/yr</p> <p>Numbots subscription £94.90 per year - EYFS/KS1</p>
<p>Attendance Officer</p> <p>Focus: We want all of our children to have good attendance so that they have the best possible chance of success therefore we work to ensure we take action early with any child and family where we feel concerned.</p>	
<p>The Attendance Officer will work alongside our family support team to work with families to get their children into school.</p> <p>If no improvement is made a letter to arrange a meeting with our Attendance Officer and Family Support Team will be sent to set up a parenting contract with clear targets for improvement</p>	<p>Attendance Officer</p> <p>Money towards cost of 1 day a week attendance officer</p> <p>£5000</p>

What is our catch up curriculum offer in addition to catch up funding premium spending?

Every child in the school will access our universal curriculum catch up offer. These are the steps that we have put in place to support children's social and emotional wellbeing on return to school and support in making accelerated progress to get back on track to meet age related expectations in all subjects.

Social and Emotional wellbeing: Daily mindspace sessions at the start of the school day are in place to support children on their return to school. Each day starts with a calming and reflective session linked to mindfulness practices that gets children in a good position to start learning and enables teaching staff to identify children who may need additional support with the SEMH needs. Any children requiring additional mindspace sessions will be identified by staff and they will access an intervention to meet these needs.

This academic year, we have started working in close partnership with the local Mental Health Support Team. Staff have been trained on the signs and symptoms of low mood and anxiety. Where necessary, staff communicate any concerns with the Designated Mental Health Lead and referrals are made to the Mental Health Support Team. They complete initial assessments with the children and families and workers and services are assigned to the families as appropriate.

As a school, we recognise that Covid 19 may have had an impact on the mental health and wellbeing of children. In every staff meeting, we will be raising awareness of any needs of the children through safeguarding and mental health briefings delivered by one of our Designated Safeguarding Leads.

Five members will be trained to become 'Youth Mental Health First Aiders' to further support the needs of children returning to school with mental health needs.

Maths: We have adapted our maths pathways to include prerequisite knowledge that the children should have acquired in the previous academic year. Teachers assess the children and plan teaching and learning based on the National Curriculum requirements for their year group but also taking into consideration any gaps in learning. We use White Rose maths planning and resources and are using their additional lessons and resources aimed at 'catching up' missed learning.

Phonics: Our reading recovery teacher will be working with targeted groups in Year 1 and 2 to deliver additional quality phonics teaching and interventions to enable all children to catch up to the expected standard.

Literacy: The school follows Pie Corbett's Talk for Writing to support Literacy teaching. To support pupils catch up, additional time has been given to the 'imitation phase' giving children and teachers longer time to look at the features of writing and catch up on missed grammar skills and learning.

Additional daily reading sessions alongside our normal guided reading offer have also been introduced to enable children to read more frequently with their key adults in KS1 and improve their reading fluency. Across the school, all classes have daily story time supported by Pie Corbett's reading spine, ensuring that children are being exposed to a rich variety of high quality texts to improve their vocabulary knowledge.

Adults in addition to class teacher and TLSP in each class:

Foundation - small key worker groups

Year 1 and 2 - reading recovery teacher for phonics intervention groups

Year 3 and 4 - additional teaching assistant

Year 5 and 6 - additional non-class based teacher delivering quality, targeted interventions based on baseline assessments.