



## Catch Up Funding Strategy 2020-2021

### Section 1: Contextual Information

School	St Cleer Primary Academy	Total Number of Pupils	267	Total Catch Up Funding	£ 5,100 (£20,400 in total) <b>Spend proposed in this plan £4,623</b>
Identified Priorities for Catch Up Premium		Reasons for the selection of the priority			
1	SEN - PP	<p style="color: red;">EEF: The widest attainment gaps exist for children who are SEN and PP.</p> <p>In our school there is no overlap between PP and SEN support. Targeting those LA children and SEN would be a priority for us. PSHE will support SEL support as well as Pen Portraits and behaviour plans where appropriate. Catch up for those just gone into Year 2 and Year 4 who didn't make the 2 points progress by Spring 2020 in Maths Yr 2 would benefit from targeted support. Current Year 2 Reading would benefit from support. Current Yr 3s who still need to complete phonics check.</p> <p style="color: blue;">Data support: SEN children in KS1 are making less progress than their peers (-0.6-0.9) in Reading and Writing</p>			
2	Vulnerable - PP	<p style="color: red;">EEF: 80% of PP children don't have access to quality tuition</p> <p style="color: red;">As a school PP children are closing the gap (based on Apr 2020 data) this is a gap we need to monitor closely to ensure it doesn't open up again.</p> <p>Things to consider: School closures are likely to have reversed progress made to close the gap in the last decade since 2011 (nationally). Supporting effective remote learning will mitigate the extent to which the gap widens (during lockdown) now that we are returned fully. Sustained support will be needed to help disadvantaged pupils catch up.</p> <p style="color: blue;">Data support: PP children in KS2 make less progress in Maths – targeted support for Maths and PP children</p>			
3	Early Years – PP and SALT	<p style="color: red;">EEF: Early Years Toolkit: SALT approaches: High impact and Low Cost To mitigate the impact of pandemic on children's learning.</p> <p style="color: red;">Majority of SEN across the school is SALT – early intervention would be beneficial to support; it builds on the cultural capital of the children early on in their education with us</p> <p style="color: red;">Signed up to NELI for consideration (Jan 2021)</p> <p>Things to consider:</p>			



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		<p>How can you help children to articulate and express their ideas and experiences verbally?          What training will adults involved received to ensure they are able to model and develop children’s spoken language skills?</p> <p>How can you link children’s spoken language to the development of their writing and reading skills?          Combining a range of communication and language approaches is likely to be more effective than a single approach.</p> <p>How will you ensure that children are exposed to a range of different strategies?          Data support: 33% of SEN for the school is Communication and Interaction – early intervention would support children early on in their development and support their access to the curriculum.</p>
4	Targeted Groups – PLAC/Yr 5 and 6	<p><b>EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</b> These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/FourLevels.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/FourLevels.pdf</a></p> <p><b>EEF: Small Group Tuition: Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. The smaller the group the more effective it will be.</b></p> <p style="text-align: center;">Things to consider:</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. How will you assess pupils’ needs accurately before adopting a new approach?</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile. Have you considered trying one to two or one to three as an initial option?</p> <p>Training and support are likely to increase the effectiveness of small group tuition. Have those delivering the small group tuition been trained in the programme they are using?</p> <p>Data support: Initial baseline for Year 5 and Year 6 children shows that they are in need of emotional and academic support. A high % of children who were EXS are now WTS e.g. WTS in Yr 6 71% Maths, 56% Reading, 66% Writing. IN order to prepare the children well for the next stage of their education careful support is needed.</p>



Section 2: Detailed planning, review and evaluation

<p><b>Priority A</b></p>	<p>SEN children in KS1 are making less progress than their peers (-0.6-0.9) in Reading and Writing</p> <p>English – group 1 – (memory games) Maths – group 1</p> <p>Maths – group 2</p> <p>Maths – group 3</p> <p>Maths – group 4</p>				<p><b>Total Cost</b></p>	<p><b>£1092</b></p>	
<p><b>INTENT</b></p>		<p><b>IMPLEMENTATION</b></p>			<p><b>IMPACT</b></p>		
<p><b>Desired Outcomes (success criteria)</b></p>	<p>Action</p>	<p>Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies</p>	<p>Quality assurance of delivery</p>	<p>Cost</p>	<p>Progress Review 1 Date:30.12.2020</p>	<p>Progress Review 2 Date:</p>	<p>Final Evaluation (against success criteria) Date:</p>
<p><b>Improved working memory for IP</b></p> <p><b>Improved ability for recording written ideas</b></p>	<p>Additional 30mins TA time for Group 1 English x 3 times per week</p>	<p><b>EEF: The widest attainment gaps exist for children who are SEN and PP.</b></p> <p>Data support: SEN children in KS1 are making less progress than their peers (-0.6-0.9) in Reading and Writing</p>	<p>Small group support of TA and regularly reviewed with teacher. Measurable outcome.</p>		<p>87% phonics resuly achieved for Yr 2 cohort Dec 2020</p> <p>Year 1: 2.3 points progress end of Aut term.</p> <p>Year 2: 2.3 points progress end of Aut term.</p>		
<p><b>Improved Basic skills in maths</b></p>	<p>Additional 30mins TA time for Group 1 and 2 maths</p>	<p><b>EEF: Small Group Tuition: Small group tuition is defined as one teacher or</b></p>	<p>Small group support of TA and regularly</p>	<p>£1092 for ½ term</p>	<p>Year 1: 1.9 points progress end of Aut term.</p>		



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	<p>1 day additional teacher time to delivery curriculum and release class teacher to deliver focused intervention for the other groups in their class i.e. E Adams/R Hughes – group 3 and 4</p>	<p>professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. The smaller the group the more effective it will be.</p>	<p>reviewed with teacher. Measurable outcome.</p> <p>Cover provided by teacher. Intervention delivered by teacher.</p>		<p>Year 2: 2.4 points progress end of Aut term.</p>		
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<p><b>Priority B</b></p> <p style="background-color: yellow;"><b>This is the focus</b></p>	<p><b>Data support: PP children in KS2 make less progress in Maths – targeted support for Maths and PP children</b></p> <p><b>Target group of children who were EXS at KS1 but are now WTS:</b></p> <p><b>Group 1</b></p> <p><b>Group 2</b></p> <p><b>Group 3</b></p>	<p><b>Total Cost</b></p>	<p><b>£1638</b></p>
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for Spring 1	Group 4 Group 5 <b>Target group of children who are already GDS and need extending:</b> Group 6						
INTENT	IMPLEMENTATION				IMPACT		
Desired Outcomes (success criteria)	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1  Date:	Progress Review 2  Date:	Final Evaluation (against success criteria)  Date:
<b>Group 1-5 make rapid catch up so they are EXS by Spring 1</b>	1.5 days additional teacher time to delivery curriculum and release class teacher to deliver focused intervention for the 2 groups in their class i.e. S Birch – group 1 and 2; J Kite group 3 and 4, group 5	EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/FourLevels.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/FourLevels.pdf</a>	Cover teacher (DB known to school) to support other groups to enable to class teacher to deliver additional support for children in maths to achieve EXS more quickly	£1,638			
<b>Group 1-5 those that have the potential to be GDS are targeted</b>	1.5 days additional teacher time to delivery curriculum and release class teacher to deliver focused intervention for the 2 groups in their class i.e. groups refined in pupil progress meeting on 11 <sup>th</sup> December once Aut 2 assessment is complete	EEF: Small Group Tuition: Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive	Cover teacher (DB known to school) to support other groups to enable to class teacher to deliver additional support for children in maths to achieve EXS				



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d further if catch up can be achieve d		tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. The smaller the group the more effective it will be.	more quickly to achieve EXS more quickly				
<b>Group 6 are extended into the KS3 maths curriculum</b>	30 minutes weekly with targeted group looking at aspects of the KS3 curriculum delivered by HT			30 mins weekly HT time			

<b>Priority C</b>	<b>Data support: 33% of SEN for the school is Communication and Interaction – early intervention would support children early on in their development and support their access to the curriculum.</b>				<b>Total Cost</b>	<b>£255</b>	
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>		
<b>Desired Outcomes (success criteria)</b>	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1  Date: 30.12.2020	Progress Review 2  Date:	Final Evaluation (against success criteria)  Date:



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<p><b>SALT is supported well in the EYFS – besides good quality adult modelling there is a reliable and structured intervention to support.</b></p>	<p>Purchase BLAST and identify staff for training.</p> <p>Trained adults deliver the intervention for identified children (group of 5 seen 1:1 for support)</p>	<p><b>EEF: Early Years Toolkit: SALT approaches: High impact and Low Cost To mitigate the impact of pandemic on children’s learning. Majority of SEN across the school is SALT – early</b></p>	<p>Quality intervention as recommended by other schools and SENCOs in the Trust</p> <p>Quality training</p> <p>EYFS Lead to monitor progress and delivery</p>	<p>£215 – Blast Manual</p> <p>BLAST training x 2 staff members</p> <p>£40</p>	<p>Blast training completed and groups identified</p> <p>NELI involvement confirmed. These assessments and training will begin in Spring term</p> <p>National Baseline completed for all children</p>		
<p><b>Inclusion Lead Teacher supports EYFS staff to identify strategies to support SEN and in particular SALT</b></p>	<p>ILT has designated afternoon to support staff and children.</p> <p>Clear Plan-Do-Review cycles in place.</p>	<p><b>would be beneficial to support; it builds on the cultural capital of the children early on in their education with us Signed up to NELI for consideration (Jan 2021)</b></p>	<p>ILT to support staff to identify and address needs to support progress</p>		<p>Observations of key children completed and key strategies put in place e.g. SALT, hearing tests referral, working with external agencies</p> <p>Staff more aware of strategies that can be implemented in daily practice</p> <p>Children with SALT plans are achieving their</p>		



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					small step targets with new targets set for the Spring term.		
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<b>Priority D</b>	<b>Data support: Initial baseline for Year 5 and Year 6 children shows that they are in need of emotional and academic support. A high % of children who were EXS are now WTS</b> <b>Target groups in Year 4/5 cohort:</b> <b>Group 1: Maths</b> <b>Group 2:- Maths</b> <b>Group 3:- Punctuation</b> <b>Group 4: Dyslexia intervention</b> <b>Group 5:- Reading/Word and Sentence level support</b> <b>Additional group</b>				<b>Total Cost</b>	<b>£1638</b>	
<b>INTENT</b>	<b>IMPLEMENTATION</b>				<b>IMPACT</b>		
<b>Desired Outcomes (success criteria)</b>	Action	Reason for choice Eg EEF supporting great teaching EEF targeted support EEF wider strategies	Quality assurance of delivery	Cost	Progress Review 1 Date: 30.12.2020	Progress Review 2 Date:	Final Evaluation (against success criteria) Date:
<b>Children have additional time to target key areas for catch up as outlined above.</b>	1.5 days additional teacher time to delivery curriculum and release class teacher to deliver focused intervention for the 5 groups in	<b>EEF: Small Group Tuition</b> <b>EEF: Metacognition and self-regulation approaches have</b>	Cover provided by teacher. Intervention delivered by class teacher.	£1,638	Year 5 children had 3.5 days allocated due to Covid restrictions Reading: 2 points progress Writing: 1.8		





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	<p>their class i.e. M Wright – group 1,2,3 and 2; B Parris group 5</p>	<p>consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>			<p>Maths: 1.7</p> <p>Staff more confident with Reading strategies and writing moderation. PPM and staff meetings highlighted less confidence in Maths which is being addressed.</p>		
	<p>TA identified to deliver Dyslexia intervention: Stile daily for identified children x 15 minutes Group 4</p>	<p>EEF: Small Group Tuition EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<p>Small group support of TA and regularly reviewed with teacher. Measurable outcome.</p>		<p>Stile and Mee-Mo interventions being delivered for key identified children. Improvements seen in attention and strategies to support.</p> <p>DSTs have made clearer discussions between teachers and parents about appropriate support for these children.</p>		