

## Catch Up Funding Strategy Statement 2020-21



School	Lowfield Primary	School Strategy Leader	C Holder
No. of Eligible Pupils <sup>1</sup>	370	Total Allocation <sup>2</sup>	£29,600

### 1 Teaching

Training and support to equip staff for 2020-21

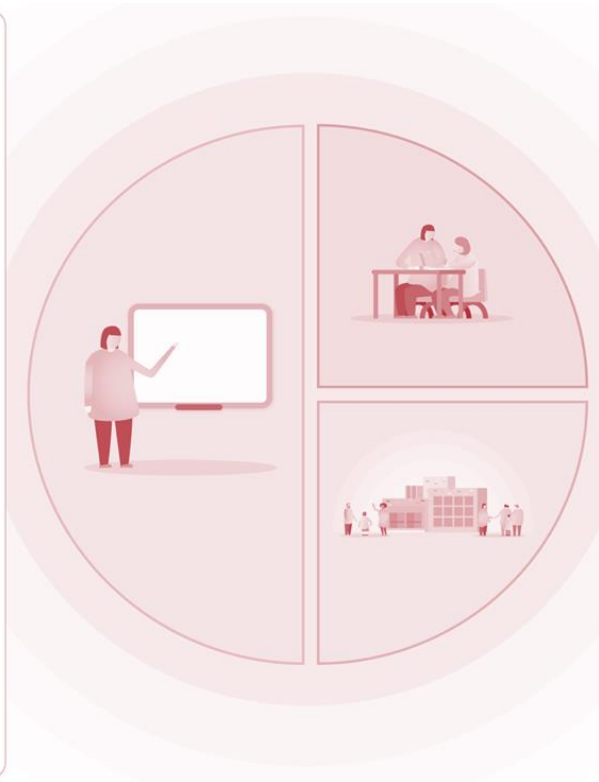
Professional Development Opportunities and resourcing to support the implementation of recovery curriculum

Ensuring staff have training and support to adjust to new systems and processes

Additional support for early career teachers

Accurate pupil assessment and monitoring of progress.

Transition (at all points) resources and staffing support



### 2 Targeted academic support

One to one and small group tuition support

Small group and additional intervention work

Extended time in school

Physical development of pupils

### 3 Wider strategies

Further family and pastoral support

Supporting staff, parents and carers wellbeing

Accessing technology and resources at home during prolonged isolations

<sup>1</sup> Eligible Pupils include Year Reception – Year 11

<sup>2</sup> Allocations calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances and should prioritise support for pupils according to their need.

## 1. Teaching

	Identified Pupil Group	Pupil need(s)	How were pupil need(s) identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcomes and how/when it will be measured	Staff Lead
A	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up.	Baseline assessments. Phonics tests.	Extra TA support for additional group teaching  DHT to support training and delivery.  Professional collaboration – coaching and mentoring	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	£1,000	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	SC
B	All Pupils	Quality first teaching	Baseline assessments and knowledge of impact of increased and prolonged disruption to schooling in a disadvantaged area	Focused curriculum at start of year. High quality Inset. / CPD aimed at supporting the recovery curriculum  Teaching staff referred to the EEF teacher toolkit  Additional support for teachers with identified weaknesses	Length of time pupils away from normal teaching routines    New staff in school	£2,000	Strong QFT to ensure pupils have the best chance of making up for time missed. Evidenced through lesson observations, drop ins etc	AB (DHT)
				Review of and renewal of phonics teaching  CPD with teachers who request it	Flexibility in approaches needed in order to meet the needs of all pupils who may have lost learning through lockdown			

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C	Children moving from F2 to Year 1	EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum more in line with an EYFS ethos in HT1 to ease transition into Y1 after lockdown. Many of children working below age ARE in September	Baseline assessment End of year assessments  Professional dialogue around transition needs.  Gap analysis of the foundation stage curriculum	F2 style teaching / environment created for first half term with more formal learning merged in over time. Money spent on resources as necessary. Additional Support deployed	Time lost due to lockdown coupled with low starting point's means that an extension of the foundation curriculum is sensible to ensure key elements of prior learning are not missed and misconceptions are quickly identified and dealt with.	£1,200	Classes have the resources available to continue a play based approach to learning. Children are happy in school and not stressed anxiety by the move to Y1 Children feel secure by familiar approach to learning.	HR
D	Pupils in Y5RH	NQT needing extra support to ensure they can deliver catch up learning for pupils and to allow their entitled career progression support to happen.	Through professional discussions. Feedback from Mentor	RH with Assistant Headteacher (JH) providing extra support through coaching and mentoring. This will ensure quality and consistency of practice	(EEF- Guidance The key- Supporting RQT's)  NQT didn't complete the full year  NQT to attend additional training where necessary	£2,000	To continue to provide and support strong teaching in year 5 and to support early career development.  RH will have to opportunity to collaborate with experienced colleagues.	JH
	F2 Pupils	Lack of transition and limited nursery experience	Baselines and general visual assessments  Parental concerns	Two classes. Teacher / TA in each plus additional support from whole school assistant deployed in F2 in T1. Additional TA in am to support identified pupil for first hr then general support in the yr group for am  DHT to oversee F2 from T2 onwards (F2 Lead on maternity leave)	(EEF- Guidance)  Additional staff deployed enable more capacity to support learners' needs.  Better staff ratios ensures many opportunities to speak /interact resulting in opportunities to enhance and develop progress from individual starting points.	£1,000	Children are well supported to catch up on vital stages of early childhood development and reach ARE.  Children's language / fine motor skills develop  Children's development catches up in general  Children ready for KS1 by end of year	LH then AB

<b>E</b>	Year 1-6	Pupils are taught missed content from previous yr. Staff have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	Gaps Analysis & Professional dialogue	JH / Staff in 2019-20 identify areas of curriculum not covered.	(EEF- Support for teachers)  Curriculum content not taught in all yrs. / subjects identified	£100	All teachers have a clear understanding of the curriculum gaps they need to teach.  Teachers have increased confidence in meeting the needs of their children.  Majority of pupils @ARE by the end of the yr.	JH
<b>F</b>	All pupils	Pupils reach ARE by the end of the current academic year.  To ensure that all children make expected or more progress in all curriculum subjects.	Baseline assessments  Assessment tracking analysis  Ongoing AFL	Key staff will have additional time to monitor their specific subjects  Lesson Obs, learning walks, book reviews and progress analysis etc.  CPD to support identified needs	Teachers will have the opportunity to improve subject knowledge.  Improved teacher knowledge the whole school Spiralling curriculum showing an deeper understanding of progress.	£2,000	Teacher will have greater subject knowledge across all key stages.  Teachers have a clear understanding of the expectations of progressive / Pitta levels  Full curriculum is restored ASAP – by T3 at the latest	Class teachers
<b>G</b>	All Pupils	Pupils need to be able to be taught remotely. Staff therefore need to be able to produce / upload work to SeeSaw	Issues highlighted during setting up phase of remote learning platform	Sign up to See Saw  Purchase laptops for staff to use when working from home	(EEF- Digital Technology) New requirements from DFE for remote learning	£2,000	All teachers isolating able to access and upload resources / work etc. to See Saw and to communicate with pupils. Pupils accessing and using See Saw at home when isolating	Headteacher

## 2. Targeted Academic Support

	Identified Pupil Group	Pupil need(s)	How were pupil need(s) identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcomes and how/when it will be measured	Staff Lead
<b>A</b>	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up.	Baseline assessments. Phonics tests.	Extra TA support for additional group teaching  DHT to support training and delivery.  Professional collaboration – coaching and mentoring	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	£2,000	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	SC
<b>B</b>	Children in year 6 significantly behind age related R /W /M	Additional targeted support	Class teachers Ongoing assessments  Gap analysis of the previous yr	Small group 1:1 support. Additional Teacher mentor employed for HT3	(EEF- 1:1 / small group tuition effective approach)  Pupils must be ready for the next (secondary) stage of their education	£2,500	Pupils make accelerated progress in identified areas with a view to being at ARE by the end of the year	Y6 Team
<b>C</b>	KS2 pupils not on track to be age related at the end of the year	Extra teaching and learning opportunities.  Additional targeted support	On entry /gap assessments. Teacher assessments	Small group / 1:1 support	(EEF- Small group tuition effective approach)  Catch up work in class support from TAs. 1:1 support from Academic Mentor	£1,000 for Mentor on costs	Pupils at ARE or have made accelerated progress by end of the year	Class teachers / Senco
<b>D</b>	KS1 pupils who are not on track to be ARE in reading	Additional home reading books at an age appropriate / decodable level.	Teacher assessments	Purchase additional books to enable constant turnover of books in all classes	Pupils need books to take home in order to practise their reading. Books need to be quarantined after use.	£3,000	Pupils at ARE or have made accelerated progress by the end of the year	Lit Team
<b>E</b>	Pupil Premium Pupils who are not on track to make ARE / closing gap to peers	Additional targeted support	On entry /gap assessments. Teacher assessments	Small group / 1:1 support	EEF- Small group tuition effective approach  Catch up work in class support from TAs. 1:1 support from Academic Mentor	£1,000	Pupils at ARE or have made accelerated progress by end of the year, closed gap on rest of their cohort	Class teachers

<b>F</b>	Pupils in all year groups with social emotional needs exacerbated by lack of routine	Small group support and informal counselling support From Learning Mentor / inclusion team	Feedback from staff /parents	Small group intervention by Learning Mentor / family support workers	EEF- Small group tuition effective approach  Pupils are confident and mental ready to learn with stronger learning behaviours	£1,000	Pupils are able to quickly adapt back into routines and access full learning provision  Pupils have greater resilience skills and strategies	Learning Mentor
<b>G</b>	Pupils in all year groups develop their physical wellbeing, esp. those most overweight	Improve physical wellbeing of all pupils.  Increased physical activities	Class teachers, Learning Mentor	Encourage / develop more active lunchtimes and when possible extended provision	EEF- Sports participation. Change 4life	£1,000	Pupils are able to quickly adapt back into routines and access full learning opportunities.	SC/TG
<b>H</b>	Pupils who have returned to school with language issues esp F2 / Lower KS1	Additional support to improve expressive and receptive language skills.	Senco S/L support	S/L staff to deliver 1-1 and small group intervention	EEF - supporting Early Language skills.	£1,000	Pupils will have improved understanding of reasons, means and opportunities to communicate. Pupils will have increased levels of confidence and self-esteem.	Senco /

### 3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
<b>A</b>	Pupils and parents anxiety on returning to school	Mental health and anxiety support	Class teachers / Learning Mentor / inclusion team	Individual and group support	(1:1/ Group support EEF) Number of families concerned about Covid / return to school.	£500	Children in school families happy and not keeping children at home	Learning Mentor
<b>B</b>	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	Family support worker, Learning Mentor and SLT through conversations and ongoing support	Continue to provide parents with food and other needs	(DFE guidance/ Schools experiences and prior work and pupil premium research)Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning	£2,000	Pupils are ready to learn, concentration is good and pupils have good self-esteem / learning behaviours	Learning Mentor

C	Disadvantaged Pupils who don't have stationary and resources etc. for completing work from home if forced to self-isolate	Deprivation and financial difficulty	Family support worker, Learning Mentor and SLT through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating	(DFE guidance/ Schools experiences and prior work and pupil premium research)  43% of pupils at the school are PP. The school has a deprivation indicator that puts it in the most deprived 20% of schools nationally. Families do not have equipment and rarely access to the internet for sustained periods. This lack of resources would make it difficult for continued learning to take place.	£1,000	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	
<b>Total Planned Spend</b>						<b>£27,300</b>		
<b>Contingency</b>						<b>£2,300</b>		
<b>Allocated Funds</b>						<b>£29,600</b>		