



Eastwood Village Catch-Up strategy statement

The government introduced the Catch-up funding with the aim of reducing the attainment gap for all pupils who have been directly effected by the Coronavirus Pandemic

Each child (F2-Y6) in school receives £80 catch-up funding and this will be allocated following a needs analysis which will identify priority classes, groups or individuals.

How Impact will be measured?

The school will evaluate the impact on each pupil from termly Teacher Assessment. This will be recorded and discussed as part of our Termly Pupil Progress meetings, the results of which will be fed in the following term's Intervention provision.

We will measure progress and attainment in reading, writing and maths as a result of intervention and additional support.

School- Eastwood Village			
Academic Year	2020/21	Total Catch-Up budget	£12,800
Total number of Primary pupils	160		£12,800

Planned expenditure

Our focus will be on Early Reading, Including Phonics, basic skills and restoring fluency in Maths and then identifying gaps in individuals learning. Gap teaching will be through the employment of a Level 3 TA to support the release of staff to deliver targeted interventions. Pupils have been identified by class teachers through the pupil progress meeting format and in conjunction with the English Hub phonic programme and Maths Leader. The teachers have grouped pupils who need additional support and designed intensive support in the form of interventions and additional timetabled slots. Our main aims to the narrow the gap in attainment that has arisen due to the coronavirus pandemic and ensure that any child that needs to access additional support has a moral obligation from the school to access this support and funding.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
<p>1.0 Pupils have the opportunity to transition back into school following lockdown.</p> <p>Pupils have the opportunity to use functional English.</p> <p>Pupils become physically active following the lockdown.</p>	<p>Summer school.</p> <p>5 Sessions of learning delivered between July and August.</p>	<ul style="list-style-type: none"> Pupils had not met their new teacher and seen their new classroom, so opportunity for transition was necessary. Pupils had not had the opportunity to speak English at home. Pupils had not got access to reading books and learning materials. Pupils were not being physically active in the lockdown. 	<ul style="list-style-type: none"> SLT planned 5 sessions to cover phonics, reading, language acquisition activities and sport. Families targeted specifically to attend. Participation rates measured 	<p>KR (Headteacher) TJ Deputy Head Teacher GBJ- Reading Lead Class Teachers Governors</p>	<p>Additional Cleaning £60x 5= £300</p> <p>Catering Provision £ 300 Staff £ 1000 food Total £ 1600</p>	<p>September</p>
<p>1.1 Diminish any differences between vulnerable groups in phonics for all FS & KS1 children.</p>	<p>High ratio of staff will ensure quality first teaching across the School</p> <p>Employment of TA will ensure focus sessions can take place with bottom 20%' See English Hub objectives,</p>	<ul style="list-style-type: none"> Pupils have not received directed phonics teaching since March 2020. Home learning was not universally accessed by all families. Pupils have not all had the opportunity to read to others, access stories and enjoy books. EYFS curriculum; pupils need to focus in Autumn on the EYFS curriculum. 	<ul style="list-style-type: none"> Assessments to take place each 2 weeks. Focused 1:1 for bottom 20% across all FS & KS1 groups. Intervention plans. PPM 	<p>KR (Headteacher) TJ Deputy Head Teacher GBJ- Reading Lead Governors</p>	<p>TA – £1052 per month Phonics resources – £ 2000 Total - £3052</p>	<p>2 weekly cycle for phonics</p> <p>December as data from new baseline is entered</p> <p>February 2021</p>
<p>1.2 Improve and/or consolidate the rate of progress for identified children in FS, KS1 and KS2 with basic maths skills</p>	<p>High ratio of teaching staff will ensure quality first teaching across the School.</p> <p>Maths Mash Ups completed daily and used for intervention.</p>	<ul style="list-style-type: none"> Base line assessments have highlighted most children have lost many basic skills. Mash-up sessions have also highlighted children aren't as confident with fluency. Children have missed direct maths teaching for over 6 months. 	<ul style="list-style-type: none"> Complete number assessments on end of unit basis. Focused 1:1 for bottom 20% across all KS1 identified children Intervention plans. 	<p>KR (Headteacher) TJ Deputy Head Teacher RR- Maths Lead Governors</p>	<p>TA – £1052 per month</p>	<p>December as data from new baseline is entered</p> <p>February 2021</p>

<p>1.3 Improve the attainment of FS, KS1, KS2 children in Maths. Redress loss of learning and progress.</p>	<p>Number interventions for 1:1 support delivered a weekly basis</p>	<ul style="list-style-type: none"> • Pupils are not on – track to meet their end of Key Stage attainment in maths due to lack of teaching in Spring and Summer 2020. • Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up. • Assessments have been used to identify focused children. • Pupils require additional support in previous programmes of study in maths. 	<ul style="list-style-type: none"> • SLT to monitor quality of sessions. • RR to liaise with mentors to ensure gaps are being targeted. • Termly assessments will feed into progress. • Intervention plans • PPM 	<p>RR- Maths Lead TJ Deputy Head Teacher CB- FS &Y1 Lead Governors</p>	<p>TA – £1052 per month</p>	<p>December as data from new baseline is entered</p> <p>February 2021</p>
<p>1.4 Progress the EGPS skills of all identified KS2 learners with bespoke 1:1 support</p>	<p>High ratio of staff will ensure quality first teaching across the School</p>	<ul style="list-style-type: none"> • Pupils are not on – track to meet their end of Key Stage attainment in EGPS due to lack of teaching in Spring and Summer 2020. • Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up. • Assessments in Autumn 1 highlighted gaps in children’s grammar knowledge. (See intervention plan) 	<ul style="list-style-type: none"> • Staff training for TA’s to ensure subject knowledge is secure. • SLT to monitor EGPS interventions. • Analyse half termly assessments to see if identified children are progressing. 	<p>KR (Headteacher) TJ Deputy Head Teacher GBJ- Reading Lead Governors</p>	<p>TA – £1052 per month</p>	<p>December as data from new baseline is entered</p> <p>February 2021</p>
<p>1.5 Improve the language acquisition of the children in EYFS by quality first teaching.</p>	<p>High-quality CPD to ensure staff can deliver effective support.</p> <p>Employment of TA to cover trained TAs so they can deliver the intervention.</p>	<ul style="list-style-type: none"> • F2 children have all missed 6 months of education. • F1 children have not been exposed to the wider experiences over the past 6 months and in turn will have lost language. • On entry data showed that C&L was a major area of weakness. 0% of children were ‘on track’ in F1 and 28% of children were ‘on track’ in F2. • No children are on track for GLD in F1 and only 12.5% are on track in F2 – Baseline 2020. 	<ul style="list-style-type: none"> • Half Termly data inputs to analyse language progression. 	<p>KR (Headteacher) TJ Deputy Head Teacher CB- FS &Y1 Lead Governors</p>	<p>TA – £1052 per month</p>	<p>February 2021</p>

<p>1.6 Expand SEND children's phonetic knowledge by using bespoke programme using instructional teaching to develop children's understanding.</p>	<p>High-quality phonic sessions delivered daily. Employment of SENDCO to ensure intervention is effective.</p>	<ul style="list-style-type: none"> • Some SEND children have missed 6 months of phonics. • SEND children don't always respond to the structured teaching of phonics. 	<ul style="list-style-type: none"> • Intervention standards to be monitored by CR • 2 weekly phonics assessments to be monitored by RWI leader. • Reading Training revisited for all staff November. 	<p>HT CR- SENDCO</p>	<p>SLE £350 x3 £1050</p>	<p>December as data from new baseline is entered February 2021</p>
<p>1.8 – Improve the DERIC reading skills of identified children in KS2 by having focused reading workshops</p>	<p>High ratio of teaching staff will ensure quality first teaching across the School Employment of TA to deliver high-quality reading intervention</p>	<ul style="list-style-type: none"> • KS2 children have not been exposed to high-quality texts for over 6 months. • Children have lost some of the skills used to read effectively. • Due to some children not reading at home, fluency is now an issue. • Teacher Assessment has highlighted bottom 20% of children are struggling to apply skills. 	<ul style="list-style-type: none"> • Upskill TA to support a range of groups. • SLT Monitor the quality of TA reading sessions. • Assessments to take place termly and to be analysed with detailed gap analysis. • Baseline scores to increase. 	<p>GBJ Reading Leader & TJ Deputy Head</p>	<p>TA – £1052 per month</p>	<p>December as data from new baseline is entered February 2021</p>

Total Spend £ 15, 170 Over spend funded from hire of Community Room and hosting student placements.

TA – £1052 per month X 10 months 10,520

Summer School 1600

Phonic Resources 2000

SENDCO SLE £1050

IMPACT MEASURES

Year

Autumn

Spring

Summer

F2	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy F2. • Children develop and begin to show good characteristics of effective learning. • Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • By the end of the Autumn term, pupils are making rapid progress in phonics to close the gap. 	<ul style="list-style-type: none"> • Pupils are making rapid progress in phonics to close the gap and are assessed regularly to support their ability to be on track to achieve end of year expectations in phonics. • Children who need support with C&L have been identified, interventions are taking place and the progress is beginning to be evident. • Pupils enjoy reading; they have daily opportunities to listen to high quality stories. • Pupils are developing an excellent understanding of mathematical concepts and reasoning resulting in an increase in the number of children 'on track' in Maths. • Pupils are tracked, assessments are analysed and this info leads new teaching • The percentage of children in identified pupil groups being assessed as 'on track' is increasing and the gap between identified groups and all other pupils is narrowing. 	<ul style="list-style-type: none"> • Pupils are making rapid progress in phonics to close the gap and the lowest 20% are making progress as identified by the English Hub phonic criteria. • Children who needed support with C&L have been given high quality interventions and therefore have made rapid progress. • All pupils who were 'on track' at the start of F2 achieve GLD at the end of the year. • Pupils who were not 'on track' at the start of F2 have made accelerated progress to be in – line with end of year expectations for F2. • The gap between identified pupil groups and all other pupils has diminished. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Children have the skills needed to be successful learners in Y1 and beyond.
Y1	<ul style="list-style-type: none"> • Pupils attain GLD, they display the Characteristics of Learning in their Y1 class. • Pupils successfully transition and settle to learn and enjoy Y1 • Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. 	<ul style="list-style-type: none"> • Phonics screening check –40% of pupils pass the phonics screening check. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. 	<ul style="list-style-type: none"> • Phonics screening check 50% of pupils pass the phonics screening check. • Pupils attain end of year expectations when they were predicted GLD • Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for Y1. • The gap between identified pupil groups and all other pupils has diminished. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • On – track for end of KS target outcomes

Y2	<ul style="list-style-type: none"> • Phonics screening check –30% of pupils pass the phonics screening check. • Pupils successfully transition and settle to learn and enjoy Y2 • Parent’s Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. 	<ul style="list-style-type: none"> • Phonics screening check –40% of pupils pass the phonics screening check. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QA informs teaching • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. 	<ul style="list-style-type: none"> • Phonics screening check –60% of pupils pass the phonics screening check. • Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS. • Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for the end of KS1. • The gap between identified pupil groups and all other pupils has diminished.
Y3	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y3 • Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. 	<ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • Phonics screening check –70% of pupils pass the phonics screening check. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QA informs teaching, • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Recovery of lost learning time. 	<ul style="list-style-type: none"> • Phonics screening check –75% of pupils pass the phonics screening check. • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • The gap between identified pupil groups and all other pupils has diminished.

Y4	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y4 • Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. 	<ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • Phonics screening check – Most pupils (who've been with us since F1) pass the phonics screening check. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QA informs teaching • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. 	<ul style="list-style-type: none"> • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • The gap between identified pupil groups and all other pupils has diminished.
Y5	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y5 • Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. 	<ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QA informs teaching. • Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Recovery of lost learning time. 	<ul style="list-style-type: none"> • Most pupils have passed the phonics screening check. • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • The gap between identified pupil groups and all other pupils has diminished.

<p>Y6</p>	<ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y6 • Parents consultation about their strengths and development areas, with specific targets set. • Pupils have formed excellent relationships with their adults and peers. 	<ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QA informs teaching. • Pupils are well – prepared for their Statutory tests; they are encouraged to read using the DERIC skills and have Mock SATS experiences. • Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. 	<ul style="list-style-type: none"> • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • Year 6 pupils feel confident and well – prepared for Secondary school. • The gap between identified pupil groups and all other pupils has diminished.
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