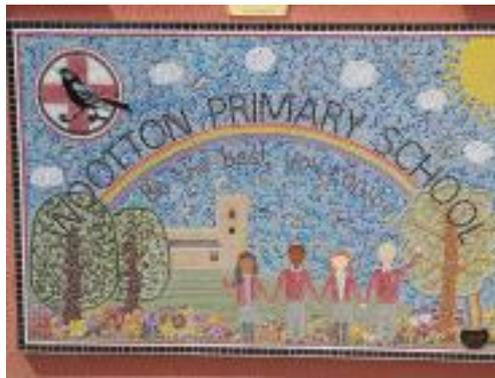


Wootton Primary School



Catch-up funding report

Sept 2020 – July 2021



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.

School based baselines across the school show that maths needs to be targeted to support children's gaps in learning.

Overview of the school

Total number of pupils on roll	390
Amount of PPG received per pupil	£80
Total amount of PP received	£31,200

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

1. Additional Adult Support Focus: Ensuring that the lowest attaining children will succeed in literacy and numeracy Focus: Support targeted children to make accelerated progress. .		Impact RAG
<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>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	<p>TA to support children to make progress through small group tuition and 1-1 reading interventions</p> <p>Between £8,577 and £11,232</p> <p>Teacher led after school tutoring</p>	<p>Accelerated progress of target readers in Y1, 2 and 3.</p> <p>Accelerated progress from baseline in Y4, 5 and 6 maths.</p>
<p>Teachers will be paid an additional tutoring payment to provide small group after school tuition to support year 6, 5 and 4 pupils close the gaps in both numeracy and reading. Research from the EEF has found that tuition delivered by qualified teachers is likely to have the highest impact.</p>	<p>£30 p/h - Nov - May £9000 12hrs per term for 5 children in y6, 5 in y5 and 5 in y4.</p>	

<p>Reading support for children and at home</p> <p>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>		<p>Impact</p> <p>RAG</p>
<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 ensured the KS1 reading scheme links closely with the Phonics programme taught in school. In order to maximise the number of books in circulation (due to COVID quarantine) we need to further invest.</p>	<p>Phonic banded book scheme</p> <p>£4000</p>	<p>Expanded book scheme.</p> <p>Regular book swap</p> <p>Phonic results improve</p>
<p>TA/Teacher led Specialist Intervention Programmes for Early Language: Focus: All children leave foundation with the effective language skills needed to access KS1 curriculum</p>		<p>Impact</p> <p>RAG</p>
<p>The Chataway 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 number of children in Reception and Year 1 whose language skills are behind has increased.</p> <p>Recommendations from the EEF advise that “Communication and Language” development should be the first priority in developing early literacy.</p>	<p>Chataway TA deliver sessions for Reception and Year 1.</p> <p>£4000 (additional adult in the pm)</p>	<p>Targeted children identified and supported with speech and language.</p> <p>Children make good progress on the S&L assessments</p>
<p>Additional High Quality CPD</p> <p>Focus: Raise attainment in maths across the whole school. Focus: Ensure a consistent, school wide approach to the teaching of CPA..</p>		<p>Impact</p> <p>RAG</p>
<p>According to the guidance, great teaching is “the most important lever schools have to improve outcomes for their pupils”.</p> <p>Schools should ensure every teacher is supported and prepared for the new year, while providing opportunities for professional development.</p>	<p>CPA White Rose CPD opportunities across the school</p> <p>Individual staff CPD £20 per</p>	<p>Planning shows teachers include CPA</p>

<p>CPD to support curriculum planning or focused training on the effective use of technology “is likely to be valuable”.</p> <p>In purchasing high quality CPD on delivering “concrete, pictorial and abstract” teaching sequences in maths for all teaching staff it would support the teaching maths by ensuring a consistent, proven approach to calculation across the school. Enabling teachers to close the gap for children in maths.</p>	<p>teacher per session.</p> <p>£720</p> <p>CPD session for TAs TBC.</p>	<p>Book scrutiny show CPA approach adopted.</p>
<p align="center">Purchase of High Quality Pupil Assessments</p> <p align="center">Focus: Raise attainment in reading, writing and maths across the whole school.</p> <p align="center">Focus: Ensure a consistent, school wide approach to the teaching of writing. Focus: Identifying and tracking needs of SEND/PP children</p>		<p>Impact</p> <p>RAG</p>

<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>Investigate Edukey</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>Rising Stars tests £3000</p> <p>White Rose Hub Tests £1000</p> <p>Edukey £795 p/yr</p>	<p>Assessment sussed throughout the school</p> <p>Analysis accurately identifies gaps in learning.</p> <p>SEN provision mapped across to Edukey</p>
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