

Catch Up Funding Strategy and Impact 2020-2021



1. Teaching Priorities

Identified Barrier	Desired Outcome
Only 7% of pupils in RWM combined started the academic year at an equitable position to that in March 2020.	To ensure that the vast majority of pupils have (re)secured essential skills and are working at an equitable expectation (start point) to that projected from March 2020 by March 2021 (+/- 6 pupils)
Actions Summary	Cost
Additional support staff members have been appointed to target catch up groups and to provide consistency of cover should staff be required to isolate and to provide individual support for SEND pupils. Interventions are sharply focused on emerging gaps in learning.	£10,768 (0.5 for 12 weeks proportionate time allocation to catch up)
<p>IMPACT <i>'The vast majority of pupils'</i> is defined by the cohort achieving their target of March 2020 start point with variance of no greater than 6 pupils. This may be pupils re-securing their in-line attainment or re-securing their above attainment.</p> <p><u>Reading</u> In March 2021, 5 of the 6 classes resecured the March 2020 start point (within +/- 6 pupils). This relates to both pupils working at age related expectations and above age related expectations.</p> <p><u>Writing</u> In March 2021, 5 of the 6 classes resecured the March 2020 start point (within +/- 6 pupils). This relates to both pupils working at age related expectations and above age related expectations.</p> <p><u>Maths</u> In March 2021, 5 of the 6 classes resecured the March 2020 start point (within +/- 6 pupils). This relates to both pupils working at age related expectations and above age related expectations.</p>	
Identified Barrier	Desired Outcome
Home learning is limited beyond the core curriculum and for pupils with specific needs.	To further develop safe remote learning packages, particularly for pupils with SEND, which effectively utilise partnerships with parents /carers as co-educators who actively engage with and contribute to pupils' learning.
Actions Summary	Cost
Service Level Agreement from DCC for SEND has been procured. This has allowed teachers to work alongside multi-agency professionals to produce home learning packages to meet the requirements of individual pupils SEN Support Plans.	£700
<p>IMPACT Governor monitoring: Discussions with parents demonstrated that additional support needs were met by planned provision linking directly to the support plans for SEND children. A high level of personalisation was evident from the range of examples that were covered. Discussions were held with parents and carers as to how to best support their child. Some children adapted well to Zoom calls whilst others found it completely overwhelming. Interspersing some sensory activity was useful in some cases too.</p>	

For SEN pupils, it was identified by both staff and parents that tailoring was key to arranging successful activities during lockdown and, for some of the cases, it was more about maintaining contact with school to ensure that they would be willing and able to return as restrictions were lifted.

CASE STUDY 1 Child X

An example was shown of a tailored maths session delivered to X on a 1 to 1 basis. It was indicated that for phonics there was a library of teaching materials from RWI that could be used that were suitable to her needs. X had also been loaned a bundle of sensory equipment that supported her needs. X's mother spoke highly of the arrangements made for "Lockdown 2" where she felt needs had been supported from Day 1. She believed that a lot had been learned from Lockdown 1. She was pleased with how plans were adapted as it became evident what remote strategies were and were not working for her child.

CASE STUDY 2 Child Y

Y has an adult allocated to support his learning and the video showed how they worked together online playing games to develop trust. Y's mother was delighted with the efforts that the key worker had made and how quickly he had bonded with Y. The video from teaching staff about the return to school and the visual timetable was very calming for Y and she attributes his successful return to school to the above activities.

Y's mother praised staff in the school highly indicating that they "always listen and have gone above and beyond" and "can't praise them enough".

CASE STUDY 3 – Child Z

Z has an adult allocated to support his learning and Z's mother found the daily Zoom sessions to be extremely helpful and well structured. Things were much improved from "Lockdown 1" and Z looked forward to his learning sessions. Z had benefited from a half day visit prior to full class return and this "helped enormously".

2. Targeted Academic Support

Identified Barrier	Desired Outcome
Children in Nursery begin formalised phonics and number learning in the Summer term. This was not appropriate to deliver remotely. Attainment on entry for the 2020 Reception cohort is therefore significantly lower in the specific areas of reading, writing and mathematics than has been the case over the last 5 years.	To deliver an accelerated early years phonics and maths curriculum where practitioners skillfully utilise diagnostic assessment to provide swift and effective intervention at a group and individual level to accelerate progress in Reception.

Actions Summary	Cost
School Direct trainee teachers provided additional support for groups in phonics and Early Maths. Leaders procured Read Write Inc Online parent support package.	NA £1,125

IMPACT

Phonics assessments in September 2020 indicated that 24/30 (80%) of Y1 pupils were 'on track', in that they were working at the stage typically expected of them for their age and in relation to their start point.

Progress has improved, despite a further partial school closure:

In December 2020, 25/30 (83 %) of Y1 pupils were 'on track'.

In July 2021, 28/30 (93%) of Y1 pupils are anticipated to be 'on track'.

Identified Barrier	Desired Outcome
Some pupils had limited access to reading materials during the summer term and therefore, their reading attainment is lower than expected. Whilst many parents listen to their children read, many lack the knowledge and skills to ask targeted comprehension questions.	To improve the fluency and comprehension of target pupils who make rapid progress in reading as evidenced by increased standardised scores on a termly basis.

Actions Summary	Cost
Hours of supervisory assistants have been extended to target Reading with specific children, including disadvantaged.	£5,982
Online reading materials with built in comprehension activities have been procured (myON).	£882
Reading activities have been incorporated into the wider curriculum and into activities pre and post school day (IN2).	

IMPACT

The fluency scores of target children (below KS1 end of year expectations) have increased proportionately to their individual start point (reflective of circumstance). The following success criteria were added from the original CuF:

- Read all 300 High Frequency Words by end of Year 1
- Reading Speed:
 - 70+ words per a minute (End of Yr1)
 - 80+ words per minute (Mid-year in Yr2)
 - 100+ words per minute (End of Yr2)

Year Group	Pupil Name	High Frequency Words			Reading Speed		
		September 2020	March 2021	+/-	September 2020	March 2021	+/-
3	Child A	35	44	+9	Not able to read with a fluency that should be measured	Not able to read with a fluency that should be measured	N/A
	Child B	84	100	+16	Not able to read with a fluency that should be measured	Not able to read with a fluency that should be measured	N/A
	Child C	267	291	+24	44 words a minute on Blue text	54 words a minute on Blue text	+10
	Child D	201	221	+20	28 words a minute on Blue text	32 words a minute on Blue text	+4
	Child E	203	220	+17	31 words a minute on Blue text	38 words a minute on Blue text	+7
	Child F	205	223	+18	40 words per minute on Blue text	46 words per minute on Blue text	+6
	Average			+17	Average		
4	Child A	285	287	+2	39 words a minute on L&L Group text	46 words a minute on L&L Group text	+7

	Child B	283	288	+5	72 words a minute on L&L Group text	80 words a minute on L&L Group text	+8
	Child C	296	298	+2	71 words a minute on L&L Group text	75 words a minute on L&L Group text	+4
	Child D	265	280	+15	52 words a minute on L&L Group text	56 words a minute on L&L Group text	+4
	Child E	246	259	+13	43 words a minute on L&L Group text	50 words a minute on L&L Group text	+7
	Child F	283	287	+4	75 words a minute on L&L Group text	81 words a minute on L&L Group text	+6
	Average			+7	Average		+6
5	Child A	290	297	+7	72 words a minute on L&L Group text	78 words a minute on L&L Group text	+6
	Child B	284	293	+9	72 words a minute on L&L Group text	75 words a minute on L&L Group text	+3
	Child C	290	298	+8	77 words a minute on L&L Group text	82 words a minute on L&L Group text	+5
	Child D	284	295	+11	76 words a minute on L&L Group text	83 words a minute on L&L Group text	+7
	Child E	281	297	+16	58 words a minute on L&L Group text	60 words a minute on L&L Group text	+2
	Child F	300	300	0	135 words a minute on L&L Group text	134 words a minute on L&L Group text	-1
	Child G	167	189	+22	29 words a minute on L&L Group text	35 words a minute on L&L Group text	+6
	Average			+10	Average		+4
6	Child A	289	293	+4	68 words a minute on L&L Group text	75 words a minute on L&L Group text	+7
	Child B	284	297	+13	111 words a minute on L&L Group text	121 words a minute on L&L Group text	+10
	Child C	287	298	+11	99 words a minute on L&L Group text	104 words a minute on L&L Group text	+5
	Average			+9	Average		+7
	Total Average			+11	Total Average		+6

3. Wider Strategies

Identified Barrier	Desired Outcome
<p>Many pupils were supported during lockdown by parents on a 1 to 1 basis. Some have therefore developed an over-resilience on adult support, are less independent and have become somewhat ego-centric, finding it difficult to collaborate and co-operate in learning relationships. Pupils have had very different experiences, and some are experiencing heightened anxiety.</p>	<p>To implement a post-trauma character curriculum which:</p> <ul style="list-style-type: none"> - supports the re-building of friendships and social engagement - addresses and equips pupils to respond to issues linked to COVID-19 - supports pupils with approaches to improving their physical and mental well-being
Actions Summary	Cost
<p>Team building sessions for cohorts were delivered by Thrills and Skills, periodically and progressive in their complexity.</p> <p>TA intervention time allocated for specific groups who are finding interactions difficult.</p> <p>Remote school councilor time allocated to support individuals who have experienced particular trauma or whose mental health is a specific concern.</p>	<p>£900</p> <p>£1,524</p> <p>£2,560</p>
<p>IMPACT</p> <p>Across all cohorts, observations from the Summer team building experience , compared to the baseline observations in Autumn, indicate that pupils have re-gained skills in listening to one another, planning to achieve a common aim, navigation and responding positively to challenges. In some classes, compassion for one another remains a focus for development. The team building activities, led by Thrills and Skills will be repeated in the new academic year, to allow staff and leaders to set whole class targets and also identify groups/individuals in need of greater support.</p>	
Total	£24,441
Catch Up Funding	£17,110
Costs to school	£7,331