

Catch Up Funding Strategy Statement 2020-21

School	Gladstone Park Primary	School Strategy Leader	Angela Anterkyi
No. of Eligible Pupils ¹	540	Total Allocation ²	£48,800

1 Teaching

Training and support to prepare teachers for online teaching

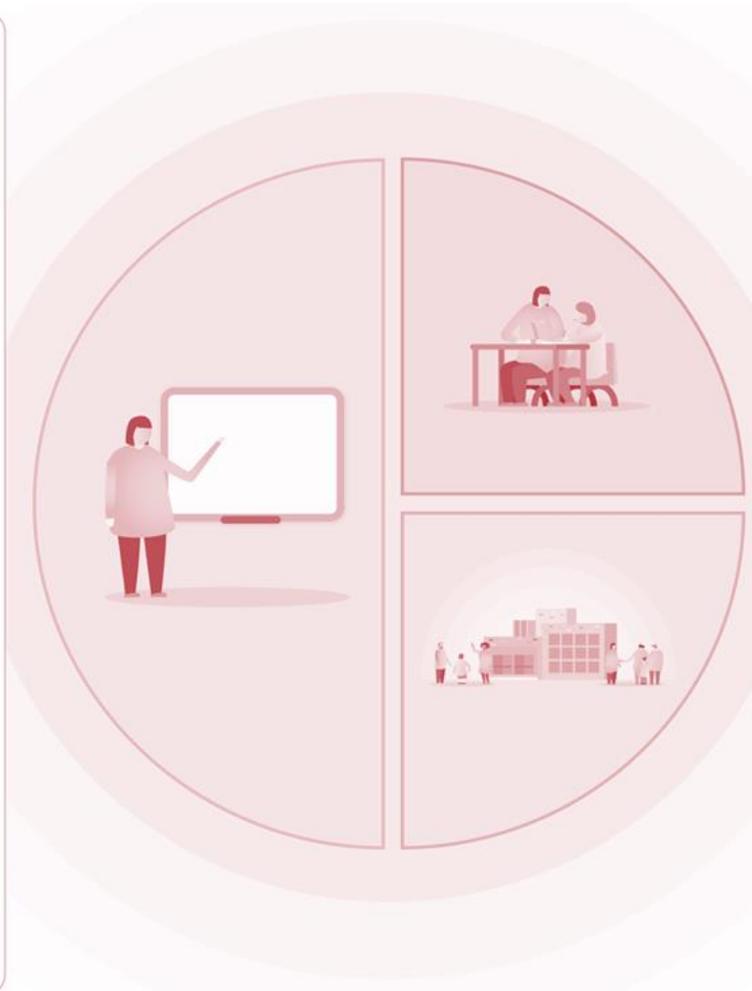
Ensuring teachers have training and support to adjust to structural and organisational changes.

Training additional TAs on Running Records

Training additional staff on teaching phonics

Assessing and Monitoring Pupil Progress.

Transition resources and staffing support



2 Targeted academic support

One to one and small group tuition

Small group and additional intervention work

Extended time in school

Saturday 'Fun Club'

3 Wider strategies

Family and pastoral support

Supporting parents and carers wellbeing

Accessing technology and resources at home during prolonged isolations

¹ Eligible Pupils include Year Reception – Year 11

² Allocations will be 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 Outcome 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. Extra Phonics teaching time	Baseline assessments	Extra TA support for additional group teaching Time of the Phonics Lead to support training and delivery.	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	£360	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	YW
B	Children moving from Yr. R to Year 1	A play based curriculum still required for the first half term to help pupils transition into year 1 s after lost learning time and for pupils who were already entering at an extremely low starting point	Baseline assessment End of year assessments Gap analysis of the foundation stage curriculum School available resources stock take showing additional resources required	A continuum of reception created for first half term with more formal learning being merged in for a strong transition. Starting a Saturday Club for identified children to develop fine motor skills and early phonics through fun activities	It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.	£0	For teacher to have the resources available to continue a play based approach to learning to allow pupils to go through the appropriate stages of child development. Significant improvement of fine motor skills and early phonics to enable children to access the curriculum	VN
C	Pupils in Years 1 And Year 6	Teachers early to their careers needing extra support to ensure they can deliver catch up learning for pupils and to allow their entitled career progression support to happen.	By Class based on teachers experience	Assistant Head/ NQT mentor proving extra teaching support but coaching and mentoring to ensure quality and consistency throughout the early years Strong year group team in terms of	(EEF- Guidance The key- Supporting RQT's) Teachers new to their career and NQT didn't complete the full year RQT has a disrupted NQT year and didn't attend all training courses. NQT's plus one to receive additional release time to	£360	Strong teaching in years 1 and 6 due to supported early career development.	

				teachers and support staff	attend training for first half term			
D	Year 1-6	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	Gaps Analysis	English and Maths Lead given time to analyse curriculums All staff to receive 1 day of inset training Maths and English lead allowed time to complete 1:1 Curriculum CPD with teachers who request it All subject coordinators to be given time to ensure 'revised' curriculum is being adhered to	(EEF- Support for teachers) Teachers need to be fully equipped to ensure QFT in every classroom	£0	All teachers have a clear understanding of the curriculum gaps they need to teach	BS and TA

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 Outcome 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. Extra Phonics teaching time – twice daily	Baseline assessments	Small group tuition	(EEF- Small group tuition) effective approach Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	£0	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	YW
B	Year 2 who need additional support to reach ARE in writing and maths by June 2021	Daily writing and maths in smaller class size	Teacher assessment	Smaller class of 10 children having daily teaching. Each class will have this for 1 term each	(EEF- Small group tuition) effective approach Children unable to produce structured sentences Children unable to translate ideas into written form	£0	Identified Year 2 pupils will be on track to achieve ARE at the end of the year in writing and Maths	OO and TA

					Having a small class taken daily for a lesson leaves a smaller class for the class teacher so both classes benefit from small class teaching Children have significant gaps in basic number skills			
C	Year 1 children with very poor fine motor skills and phonic awareness	Smaller group support	Baseline assessment	Saturday Fun Club	The children are too young to stay for an extended day. Saturday club provides opportunity for intense, fun additional activities to support learning	£5,895 (until Easter initially)	Rapid progress in phonics Rapid progress in fine motor skills	MS
D	Year 3 pupils with poor reading skills	One to one support, daily	Benchmarking of pupils	Reading Recovery	Reading recovery has proven highly effective in the school. We have used the current RR teacher for the Year 2 writing groups so that leaves 3 pupils less receiving the programme per term. Our retired RR teacher can fill this gap with 2 hours per day	£15,600	Accelerated progress in reading and writing	PB
E	Pupils in Years 2,3 and 6 not on track to be ARE at the end of the year	Extra teaching and learning opportunities	Last year's assessments and baseline assessment	Extended school day for small group	(EEF- Small group tuition effective approach) This would be 1 hour after school for one day a week by the class teacher to ensure continuity Pupils have gaps in learning and teachers need more time to spend on filling the gaps	£10,000	Pupils making accelerated progress in teacher chosen are for each block of time to be at ARE by the end of the year	Class teachers
E	Years 4 and 5 pupils not expected to be ARE and do not access online maths support from home	Opportunity to access online maths support on a regular basis (twice weekly)	Gap analysis Usage data of Mathswizz	Twice weekly, for each year group, to access ICT suite for supported online Mathswizz support	Children who use Mathswizz have shown the accelerated progress they make in maths. Having identified pupils who need to make accelerated progress but who do not access Mathswizz from home we need to make this available to them.	£3,360	Children show accelerated progress in maths on Mathswizz and in class	TA

F	Pupils in years 1,4 and 5 requiring additional support in reading, writing or maths	Small group support on a weekly basis	Teacher assessment	Engagement of a supply teacher to release class teacher on a weekly basis who can support small groups in identified areas.	Teachers teach areas of the curriculum and identify pupils who struggle in that area. They can then take this time to undertake small group support to clarify learning, fill any gaps and enable pupils to keep up with whole class learning. Teachers can choose to enable the supply teacher to undertake the support while class teacher stays with the class	£6,120	Children have gaps in knowledge filled when identified. Children do not fall behind in their learning	Class teachers
G	Arabic speaking children requiring additional support in maths due to language barrier	Maths teaching in Arabic and English	Teacher assessment	Use of maths coordinator, who speaks Arabic, to work with the children instead of current PPA role (3 x0.5 days per week)	Last year we provided this support but this year the teacher was needed for PPA cover. Engaging a supply teacher to undertake the PPA cover will release the maths coordinator to resume teaching the children in Arabic (and English) so they can maximise their learning without being restricted by language	£6,120	Children make accelerated progress	TA

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
A	Parents unable to work and struggling financially as a result of COVID	Deprivation and financial difficulty	Family support worker and SLT through conversations and ongoing support	Continue to provide parents with food and uniform from the schools PSA self-managed hardship fund and liaison with local food bank Magic Breakfast plan to distribute cereal and bagels	(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	£500	Pupils are ready to learn, concentration is increased and pupils have good self esteem	SS

				fortnightly to all PP children	basics then they can't access learning			
B	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 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) 27% of pupils at the school are PP. Many families don't have equipment or share one device with many family members. These lack of resources would make it impossible for continued learning to take place.	£300	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	AA

TOTAL: £48,615