



Catch Up Funding Strategy Statement 2020-21

School	Bratton Primary School	School Strategy Leader	Nicky Newbury
No. of Eligible Pupils	162	Total Allocation	£13,200 (Total spend £14,582)

1 Teaching

Training and support to prepare teachers for the New Academic Year

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

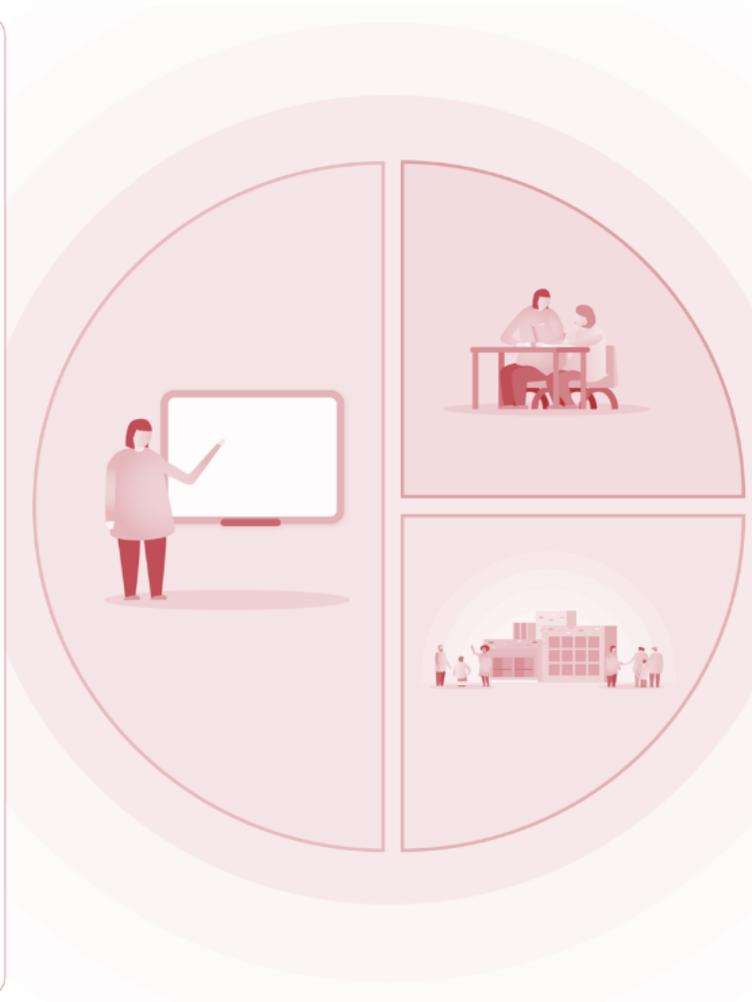
Ensuring teachers have training and support to adjust to structural and organisational changes.

Additional support for early career teachers

Developing Pupil assessment

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

Physical development

3 Wider strategies

Family and pastoral support

Supporting parents and carers wellbeing

Accessing technology and resources at home during prolonged isolations

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 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.	£1380	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Phonic knowledge and early reading skills were improved but not wholly accelerated.	DM
B	Children moving from Yr. R to Year 1	To collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 s after lost learning time and for high percentage of children who were working below age ARE.	Baseline assessment End of year assessments Professional dialogue around transition needs. Gap analysis of the foundation stage curriculum	A continuum of reception created for first half term with more formal learning being merged in for a strong transition. Money to be spent on resources and intervention- (Extra claims of TA time)	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.	£2000	For teacher to have the resources available to continue a play based approach to learning. Children will have reduced levels of anxiety around the key stage transition. Children will feel comforted by the familiar approach to learning. Children had varying levels of anxiety caused in part by a sequence of difference teachers over this crucial transition period. There was a play based approach to learning which helped especially as this cohort of	

							children did not fully experience the summer term on consolidation and getting them Year 1 ready.	
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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	Children from YR – Y6 across the school	Additional phonics teaching and catch up. Target Extra Phonics teaching time	Baseline assessments End of year assessments KS1/2 Data Gap analysis of the previous year group curriculum Informal 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. Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school	£9082 Teacher for 1.5 days each week – 38 weeks	Children making accelerated progress to develop and embed phonic knowledge and early reading skills and close reading attainment gaps. Reading gaps were closing by the last data drop however, SEN and PP children were not in line with their peers. This will need to be picked up in th3 new academic year and monitored closely. Year 5/6 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M. Small group interventions were successful which was demonstrated in the Y6 data .	NN

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	Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through the Inclusion manager and SLT	Individual and group intervention support	High proportion of parents and carers reporting to have Anxiety issues. (1:1/ Group support-EEF)		Additional support available to break down anxiety and ensure pupil attendance. Extended ELSA sessions were successful at providing support for children and the Inclusion Manager supported many families throughout the year with their anxiety and mental health issues.	AC
B	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	Inclusion Manager and SLT through conversations and ongoing support	Continue to provide parents with food vouchers and uniform from the schools self-managed food	(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		Pupils are ready to learn, concentration is increased and pupils have good self esteem. Concentration levels have improved, however stamina has been lacking for writing in particular as a direct result from the lockdowns. Engagement in lessons was noticed during drop ins and observations. Pupil wellbeing was the focus of the governor monitoring in May 2021.	AC
C	Disadvantaged Pupils who don't have stationary and resources etc. for completing work	Deprivation and financial difficulty	Inclusion Manager 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)	£1000	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	AC

	from home if forced to self-isolate				18% of pupils at the school are PP. Families don't have equipment and rarely access to the internet for sustained periods of time. These lack of resources would make it impossible for continued learning to take place.		Those that had devices accessed the learning and devices were provided for those that didn't have their own. Live lessons were recorded to enable families to access them at times convenient to their situation. PP children/families were closely monitored.	
D	Reading and Maths online programs to enable full access from home during remote learning and homework when back at school	Additional support to improve phonics, reading and maths skills	Through professional discussions	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. Gaps in reading and maths attainment	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic, reading and maths knowledge Pupils have gaps and Year 3 unable to complete National standards assessments. Gaps in learning from KS1 to KS2	£7 per child x 160 - £1120	All teachers have a clear understanding of the curriculum gaps they need to teach. The recovery curriculum was in place for maths which enabled gaps to close. Having a clearer understanding of the gaps has been a focus for planning and staff meetings including strategies to overcome these. Teachers will have increased levels of confidence in meeting the needs of their children. QFT has been a priority for staff and significant time and training has been planned and delivered to facilitate this. Behaviour support has provided staff training to maintain confidence.	NN