



Catch Up Funding Strategy 2020-2021

1.0 Context Information

Admissions

| | <u>CLA</u> |
|--------------|------------|
| Foundation 1 | 33 |
| Foundation 2 | 60 |
| Year 1 | 62 |
| Year 2 | 58 |
| Year 3 | 59 |
| Year 4 | 60 |
| Year 5 | 56 |
| Year 6 | 32 |
| Total | 420 |

Nationality: Aged 5 and over

| Nationality | <u>CLA</u> |
|---------------|------------|
| White British | 318 |
| Lithuanian | 0 |
| Polish | 8 |
| Romanian | 2 |
| Turkish | 3 |
| Hungarian | 0 |
| Russian | 2 |
| Kurdish | 3 |
| Hindu | 1 |
| Slovakian | 1 |
| Other | 28 |

Free Academy Meals: Census day results

| | Total number of pupils | Number of Pupils entitled | % of Pupils receiving FSM | High/Med/Low |
|-----|------------------------|---------------------------|---------------------------|--------------|
| CLA | 420 | 45 | 10.71 | LOW |

Ever 6 Funding: Pupil Premium

| | No of pupils WHOLE SCHOOL | No of Pupils entitled to Ever 6 | % of pupils entitled to FSM | High/Med/Low |
|-----|---------------------------|---------------------------------|-----------------------------|--------------|
| CLA | 420 | 45 | 10.71 | LOW |

SEND Pupils

| | CLA | % |
|------------------------|-----------|-------------|
| | 420 | |
| Support Plans and IEPs | 28 | 6.66 |
| EHCP | 5 | 1.19 |
| Total | 33 | 7.85 |

Attendance 01.09.2020 to 06.11.20

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|-----|-------|
| CLA | 97.1% |
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2.0 What is Catch-Up Funding?

Catch-up funding has been implemented by the Department for Education for all Primary and Secondary Schools. It is additional funding to support pupils to 'catch-up' on the lost time of learning during the pandemic. It covers all pupil in full-time education from Reception to Year 6. It has not been allocated to support early years (Nursery-age pupils)

The funding allocated to each school is £80 per pupil. Carr Lodge has received **approximately £31,600** in additional funding to provide specific support to pupil who require some targeted learning provision in order to catch-up quickly on the learning that has been lost. The funding is to be targeted for disadvantaged pupils however all schools have been allocated the same provision regardless of how many disadvantaged pupils they have within the school.

The funding has to be action-planned and this will be monitored by the LGB and the Directors of the Trust as well as Ofsted in the event of an external inspection.

3.0 Targeted Focus of the Funding

The funding is to provide additional intervention for pupils in a target focus. It is not just to be targeted at SEND pupils. These pupils have already been identified and allocated funding to support individual needs through the provision of an EHCP (Education and Health Care Plan) and through the allocation of the school's notation SEND budget.

Target Focus of the Funding:

- To support pupil who have lost learning and which has not been secured back through quality-first teaching
- To support pupils who could be age-related but need additional targeted intervention in order to achieve this
- To support pupils who have identified gaps in their learning but learning has not been secured in the first place
- To support pupils who are high achievers to secure metacognition strategies to bring their learning back on track against the highest standards
- SEND pupils may be identified in the above bands and be part of the intervention provision however the intervention cannot just focus on SEND provision

Using diagnostic and baseline assessment information, targeted pupils will be identified for catch-up support. (Remember catch-up is not just about low ability learners)

A provision map of the interventions will be created for each area. This identifies the pupils and the targets for learning for the intervention. By completing these, we can then determine where the whole school areas of focus would be prioritised. We can also monitor:

- That the intervention is taking place (Consistently)
- The quality of the intervention being delivered
- The intervention is meeting the identified targeted areas
- The intervention impacts on the learning of the pupils

Without the above, there is no point doing interventions. So many interventions can be time wasted because they are not planned properly to meet the needs of the learners and close the gaps.

4.0 Action Plans and Costs for Catch-up Plan

| | Priority | Actions | Cost | Timescale | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|
| | | | | Start | End |
| Targeted Academic Support | <p>1. Accelerate progress to progress and raise attainment on key concepts identified for pupils in each year group:</p> <p>Each year group consists of 2 classes FS2 – 11 pupils FS2 -10 pupils Y1 – 13 pupils Y1 – 14 pupils Y2 – 10 pupils Y2 – 15 pupils Y3 – 10 pupils Y3 – 15 pupils Y4 – 12 pupils Y4 – 13 pupils Y5 – 12 pupils Y5 – 12 pupils Y6 – 12 pupils</p> <p>Total number: 159 pupils benefitting</p> | <p>Data Analysis completed</p> <p>Use baseline data to select the pupils.</p> <p>Provision Map compiled for each class</p> <p>Timetable of each intervention</p> <p>Amend planning and teaching to further tailor to pupil needs after assessments.</p> <p>3 x additional TA hours 12.5 hours</p> <p>FS2 / Year 2 / Year 3</p> <p>Pastoral support session: Year 1, Year 4, Year 6 Time to talk Recognise and name emotions Working memory interventions</p> | <p>£457.89 per week</p> <p>20 weeks</p> <p>£9157.89</p> | Dec 20 | End of March 21 |
| Targeted Academic Support | <p>2. To develop specialist targeted speech and language support provision within Early Years (10 pupils identified)</p> | <p>Commission speech and language specialist to train and model strategies to all practitioners</p> <p>Monitor and quality assure the interventions delivered</p> <p>Review the assessments in order to set 6 weeks programme of support</p> | <p>3 sessions per half term (every 2 weeks)</p> <p>£450 per week 4 terms support £1800</p> | Nov 20 | May 21 |

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| <p>Targeted academic support</p> | <p>3. To close the gaps for learners within reading and spelling (72 pupils identified)</p> | <p>Nessy Reading and Spelling was developed at the Bristol Dyslexia Centre by a team of specialists. It represents a lifetime of inspiring children and teachers by the co-founder of Nessy and the Dyslexia Centre, Pat Jones OBE. The program has been used successfully since 1999, with 100,000s of children around the world. During that time, it has proved to be one of the most effective teaching systems ever created. It was designed for students aged 6-11 years, although many older students and adults have found the program helpful. Independent research has shown the program to be effective even for those learning English as an additional language.</p> <p>Each student learns independently and at their own pace, gradually building confidence. The program starts with a fun assessment that identifies exactly where the student needs help, then guides them through target lessons. Teachers can adapt the targets and use the program as a supplement for their lessons. Equally, many thousands of parents have used Nessy without a specialist teacher, to help their children at home. The incremental structure systemically develops phonemic awareness, phonics, blending and segmentation, tricky words, reading fluency, spelling, vocabulary and comprehension.</p> <p>How it Works</p> <ul style="list-style-type: none"> • Assessment Tools: Students begin by taking the Nessy Challenge to establish their baseline reading and spelling ability. The program then automatically assigns personalised reading and spelling targets. • Reporting: Reporting delivers performance data and analysis in a simple to understand format, and colour-coding allows teachers to immediately identify and target areas of individual difficulty. What's more, the initial evaluation helps to create a baseline score upon which progress is measured. • Individualised Approach: Working independently, students' progress through a series of strategy videos, games and worksheets to complete their personal targets. | <p>Additional 200 logins £900.00</p> | <p>Nov 20</p> | <p>Jul 21</p> |
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| | | <ul style="list-style-type: none"> • Rewards: Student progress is rewarded by completing fun game-like activities that then unlock new games, characters and magical worlds. • Development: After completing initial targets, students are reassessed, and new targets are set. Students continue working through the ten islands rapidly developing essential reading and spelling skills, whilst having fun! • Strategies: Within the animations, Nessy embeds memory strategies that help students encode important rules. | | | |
| Targeted academic Support | <p>4. To improve specific concept understanding in mathematics in order to improve pupil recall skills</p> <p>(16 pupils identified 1:1 intervention)</p> | <p>Identify pupils from initial diagnostic assessment information</p> <p>Allocated 15 minutes each day for 1:1 Power of 2 intervention</p> <p>Review progress every 6 weeks</p> <p>Pupils should complete the programme</p> | <p>Power of 2 books £18.51 x 20 books £370.20</p> | Nov 20 | Jul 21 |
| Wider Academic Strategies | <p>5. Invest in an additional maths resource to support a blended learning approach so pupils can consolidate classroom learning at home.</p> <p>Target a group of 12 pupils in Y1 –Y6 to accelerate maths progress and raise attainment.</p> <p>Total pupils: 72 pupils</p> | <p>Purchase Mathletics to run in Y1-Y6 so all pupils have access.</p> <p>Identify from baseline 12 pupils to target to use the programme as an additional intervention and at home.</p> <p>Train staff on the use of mathletics and expectations for setting activities in each year group.</p> <p>Monitor the usage of Mathletics termly in each class and feedback to staff on which aspects are working well.</p> <p>Review impact of focused objectives and activities released for the 72 pupils. (Dec, March, June)</p> | <p>3-year subscription purchased</p> <p>£4702.05</p> | Nov 20 | July 21 |

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| | | Amend usage of Mathletics after each data capture point for the 72 pupils. Hold a parent meeting to share Mathletics and how they can support their child in using it at home. | | | |
| | 6. To increase the number of ICT devices so that pupils can access interventions daily across the academy | Purchase 40 new ipads and units Upper Key Stage 2 Lower key stage 2 Key Stage 1 Early Years | 40 new devices and units £14,699 | Dec 20 | |
| | Total Cost of the Plan | | £31,600 | | |

4.0 Monitoring and Review the Strategy

| Outline of Monitoring | By Whom | Reported to / deadline |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------|
| Commission additional TA hours | Vice Principals | CEO by end of Nov 2020 |
| Commission Speech & Language therapist | Assistant Principal | Vice Principals by Nov 2020 |
| Order to Intervention Resources | Business Manager / Trust Central Team | Vice Principals by Nov 2020 |
| NESSY Logins | Vice Principal | CEO by end of Nov 2020 |
| Order new ICT devices | CEO | LGB by end of Nov 2020 |
| Implementation of interventions by Class teachers and TAs | Monitoring by Phase leaders throughout Nov / Dec Evaluation of impact by phase leaders to Senior leaders | Vice Principals |

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|------------------------------------------------|--------------------|---------------------------------------------------------|
| Analysis of Interventions Report | Vice Principals | Reported to LGB Jan 2021 / March 2021 / July 2021 |
| Governor monitoring of spend and interventions | Allocated Governor | Visit to observe interventions Jan 21 / Mar 21 / May 21 |