

# Catch-Up Funding Strategy – Withinfields Primary School

1. Summary information					
Period covered	Sept 2020 – July 2021	Number of children from Reception to Year 6	324	Funding expected	£25,920 altogether £15,121 in financial year 20-21 £10,799 in financial year 21-22

2. Current attainment and needs		
Year group	Key findings from September	
Reception	Some children missed out on early Nursery education due to not returning to Nursery and therefore early Phonics provision was missed. However, other children benefitted from being in smaller bubbles with high adult ratios during reopening in June if they returned to school. Class sizes relatively small in Reception and staffing levels at 1:10 with EYFS level 3 staff maintained in Reception alongside 2 members of teaching staff. Funded from revenue budget. NELI to be implemented.	
1	All children missed Reception provision from March to June and 25% missed from June to September. There were some children assessed at the end of the year who it is felt would have achieved exceeding in Reading but none identified as exceeding in Writing and Maths. More able therefore needs to be a focus for this group. There are a group of 5 children who were assessed as expected in English at the start of EYFS but weren't on track for expected in July of Reception. They therefore need to catch up in Reading and Writing and there are two children similarly in Maths	
2	Phonics knowledge deteriorated during lockdown and was re-established during June to July back to where it had been for 75% of the children but not for the others. Further development needed to be at the expected standard by October 2020. Low attainment when returning in September with only 22% in Reading, 29% in Writing and 18% in Maths working at or above end of Y1 expectations. Catch up needed for vast majority of cohort. Significant group of children being assessed for different Special Educational Needs.	
3	Vast majority of children did not attend school from March to September. Based on prior attainment, groups of children did not return at end of Y2 age related expectations or above as follows:	
	Previously at expected standard but returned at WTS	Previously at GDS standard but returned at EXS
Reading	9 children	6 children
Writing	11 children	8 children
Maths	16 children	2 children
	These groups need to catch up back to their prior attainment	
4	Vast majority of children did not attend school from March to September. Based on prior attainment, groups of children did not return at end of Y3 age related expectations or above as follows:	
	Previously at expected standard but returned at WTS	Previously at GDS standard but returned at EXS
Reading	18 children	10 children
Writing	23 children	

	Maths	18 children	
	These groups need to catch up back to their prior attainment. In addition, there is a group of children in Reading, Writing and Maths who were working towards at the end of KS1 and therefore need continued support.		
5	Vast majority of children did not attend school from March to September. Based on prior attainment, groups of children did not return at end of Y4 age related expectations or above as follows:		
		Previously at expected standard but returned at WTS	Previously at GDS standard but returned at EXS
	Reading	6 children	4 children
	Writing	10 children	3 children
	Maths	10 children	2 children
	These groups need to catch up back to their prior attainment. In addition, there is a group of children in Reading, Writing and Maths who were working towards at the end of KS1 and therefore need continued support.		
6	Y6 were assessed in October rather than in September like other year groups. They were assessed using an end of Y6 assessment to identify gaps and check for understanding of questions relating to Y3, 4, 5 programmes of study. The more concerning groups in Y6 for reading are the lower ability children as there are 8 children who were WTS at the end of Y2 who were not able to score 90+ on a reading test. Writing ability as a whole needs further practice to catch up to previous attainment. In Maths, there were 8 children who were WTS in KS1 but who were not scoring 90+. There were also 4 children who had previously been expected at end of KS1, who were not on track for expected on their return and 4 children had previously been greater depth but were not on track for this standard on their return. Various specific groups and children need to catch up.		

### 3. Barriers to future catch-up

- Further lockdowns or bubble closures
- Absence due to self-isolation
- Mental health difficulties
- Deteriorated behaviour for learning following long spell at home
- Space in school to lead intervention due to Covid risk assessment limitations
- Lack of sharing interventions or staff between year groups due to Covid risk assessment limitations
- Lack of technology in some households

### 4. Desired outcomes

A All children in Y2 to Y6 achieve standards at least equivalent to their assessment in December 2019 or July 2019 whichever is higher e.g. if a year 3 child was achieving expected standard with scaled score of 102 in December 19, they would be achieving at least 102 and Y4 expected standard by July 2021.

B All children in Reception and Y1 receive provision relevant to their needs and age including relevant Reception type provision in Y1 to compensate for the lack of time spent in provision during Reception and to have strong language and number skills

C All children are positive about school and their learning behaviour displays high aspirations for themselves  
 D Y2 children achieve Phonics Screening Check results in Oct Y2 above National Average in line with previous years showing catch up of lost phonics teaching in Y1  
 E Children in Y5/6 are aware of their own mental health and anxieties towards secondary transition in light of them having missed education during lockdown

**5. Planned expenditure**

Desired Outcome	Chosen action or approach	Cost	Impact measurement	Evaluation																		
A Y5/6	Purchase SATs companion online materials for children to access at home for homework, extra practice and during any self-isolation or lockdown periods.	Costed through Pupil Premium funding	By July 2021, target children from data increase their attainment in Reading, Maths, Grammar, Punctuation and Spelling to be at least on track with their prior attainment.	Dec 20: Positive impact of catch up: <table border="1"> <thead> <tr> <th>Children catch up to prior attainment</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y5 back at EXS</td> <td>2/6</td> <td>4/10</td> </tr> <tr> <td>Y5 back at GDS</td> <td>N/A</td> <td>1/2</td> </tr> <tr> <td>Y6 back at WTS</td> <td>6/8</td> <td>3/8</td> </tr> <tr> <td>Y6 back at EXS</td> <td>N/A</td> <td>1/4</td> </tr> <tr> <td>Y6 back at GDS</td> <td>N/A</td> <td>1/4</td> </tr> </tbody> </table>	Children catch up to prior attainment	Reading	Maths	Y5 back at EXS	2/6	4/10	Y5 back at GDS	N/A	1/2	Y6 back at WTS	6/8	3/8	Y6 back at EXS	N/A	1/4	Y6 back at GDS	N/A	1/4
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A Y3/4	Purchase Mirodo online materials for children to access at home for homework, extra practice and during any self-isolation or lockdown periods.	£650	By July 2021, target children from data increase their attainment in Reading, Maths, Grammar, Punctuation and Spelling to be at least on track with their prior attainment.	Dec 20: Positive impact of catch up: <table border="1"> <thead> <tr> <th>Children catch up to prior attainment</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y3 back at EXS</td> <td>2/9</td> <td>13/16</td> </tr> <tr> <td>Y3 back at GDS</td> <td>2/6</td> <td>2/2</td> </tr> <tr> <td>Y4 back at EXS</td> <td>2/18</td> <td>7/18</td> </tr> <tr> <td>Y4 back at GDS</td> <td>5/10</td> <td>N/A</td> </tr> </tbody> </table>	Children catch up to prior attainment	Reading	Maths	Y3 back at EXS	2/9	13/16	Y3 back at GDS	2/6	2/2	Y4 back at EXS	2/18	7/18	Y4 back at GDS	5/10	N/A			
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Y3 back at GDS	2/6	2/2																				
Y4 back at EXS	2/18	7/18																				
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A Y2	Purchase Monster SATs online materials for children to access at home for homework, extra practice and during any self-isolation or lockdown periods.	£125	By July 2021, target children from data increase their attainment in Reading, Maths, Grammar, Punctuation and Spelling to be at least on track with their prior attainment.																			
A Y6	Booster sessions before school to target children who have self-isolated to ensure that they	Salary cost:	By following data collection point, the children demonstrate that they are not deteriorating further.	Dec 20: Positive impact of catch up:																		

	don't fall behind if on track or further behind if they are a target child.	20 sessions of 1hr each per term £2000		Children catch up to prior attainment	Reading	Maths
				Y6 back at WTS	6/8	3/8
				Y6 back at EXS	N/A	1/4
				Y6 back at GDS	N/A	1/4
B	Purchase additional resources to allow for more provision in Y1 at the start of the year.	£1000	In lesson observations, Y1 children are able to access age appropriate but developmentally appropriate resources in provision.	Dec 20: Lesson observations showed that children were able to access provision in Y1 which supported those still needing self-initiated activities and those with less developed concentration spans.		
A and B	Provide appropriate technology to teachers to enable them to access relevant resources when working from home. In particular, so that they can provide high quality remote education via Google Classroom (Y1-6) and via ClassDojo (R and N). This will then allow children to be able to receive high quality remote education when they are self-isolating, when there is a bubble closure, when there is a lockdown and when a teacher has to self-isolate.	15 chrome books and charging unit £4000	In external quality assurance of remote education, provision is judged to be effective.			
A, B, C	Zoom account to provide consistent meetings for those needing to self-isolate and during bubble closure. Teacher to meet with children to motivate them towards the activities on google classrooms.	£13 x 12 months = £156	Attendance shows that children and families value this form of communication.			

D	Additional Phonics intervention sessions for target children in Y2.	2.5 hours a week x 12 weeks = £360	Y2 Phonics screening check results better than national average as for previous years.	December 20: 87% of children in Y2 met the standard in the Phonics Screening Check. National Average in 2019 was 82%.
E	Targeted support for children with identified SEMH difficulties and for those identified following the return to school in nurture provision, support with learning behaviour in class and transition.	Salary costs – 1.5 hours a day: £5000	Electronic Health Needs Assessment shows that children in Y5/6 have positive mental health and positive views about transition to secondary	
A, B	Purchase additional reading books to allow for full scope of abilities in each year group and to allow for Covid risk assessments. Aim to purchase new titles where possible to enthuse children in their reading	£600	In July 2021, data shows that all children are at least at the equivalent standard they achieved in December 2019 or July 2019 whichever was the higher in reading.	
A, B	Following December data, allocate teaching assistant time to year groups where further intervention is needed.	Salary costs: £6000	By July 2021, target children from data increase their attainment in Reading, Maths, Writing, Grammar, Punctuation and Spelling to be at least on track with their prior attainment.	
B	Enhanced staffing in Reception to allow for more quality interactions and to ensure that Phonics RWI groups remain small. NELI scheme to be delivered in Reception cohorts.	Salary costs – 10 hours a week to run 2 NELI groups: £5625	By July 2021, lesson observations show that children are ready for transition to Y1 By July 2021, data analysis shows that NELI targeted children have strong communication skills or have made progress	
A, B	Additional online Literacy resources to reinforce key concepts for children and to increase impact of DARTS lessons	£125	By July 2021, target children from data increase their attainment in Reading, Writing, Grammar, Punctuation and Spelling to be at	Dec 20 Across KS2, in Reading, 75% of target children working at pre WTS standard are now WTS. 18% of target children working at WTS are already back at EXS. 35% of

			least on track with their prior attainment.	children working at EXS are already back at GDS.
A,B	Additional practical maths resources to support intervention and whole class teaching where more resources are needed than normally	£279	By July 2021, target children from data increase their attainment in Maths to be at least on track with their prior attainment.	Dec 20 Across KS2, in Maths, 38% of target children working at pre WTS standard are now WTS. 48% of target children working at WTS are already back at EXS. 50% of children working at EXS are already back at GDS.
	Accumulated total	£25920		