

# 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.	<p>Dec 20: Positive impact of catch up:</p> <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> <p>End of Year summary: Although the above children had caught up by Christmas, the Spring lockdown affected some of these children and other children. However, the average scaled score of the group improved once again by the end of the Summer with both Y5 and Y6 reading scores being higher than their previous highest average. Y5 maths dipped most significantly following Spring term due to the lockdown but was increased again in Summer term. Additional teaching staff put into Summer term and in Y6 for Maths.</p> <table border="1"> <thead> <tr> <th></th> <th>Y5 Read</th> <th>Y5 Maths</th> <th>Y6 Read</th> <th>Y6 Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></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		Y5 Read	Y5 Maths	Y6 Read	Y6 Maths					
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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.	<p>Dec 20:</p> <p>Positive impact of catch up:</p> <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> <p>End of year summary: Similarly to the Y5/6 outcomes, Spring lockdown affected those in Y3/4 who had caught up and others. By the end of the Summer term 2021, Y4 were achieving the highest average scaled score that they had achieved during KS2 in both Reading and Maths. Y3 children had improved from September but are not yet back at the standard in Maths that they'd achieved before the pandemic. However, 14 out of 16 of the Y3 children targeted to achieve expected standard in Maths reached this standard and both children in Y3 who had been previously GDS but had deteriorated were back at GDS.</p> <table border="1"> <thead> <tr> <th></th> <th>Y3 Read</th> <th>Y3 Maths</th> <th>Y4 Read</th> <th>Y4 Maths</th> </tr> </thead> <tbody> <tr> <td>Dec 2019</td> <td>95.8</td> <td>102.7</td> <td>98.2</td> <td>98.6</td> </tr> <tr> <td>Sept 2020</td> <td>95.1</td> <td>95.1</td> <td>100.8</td> <td>97.2</td> </tr> <tr> <td>Dec 2020</td> <td>96.2</td> <td>99.0</td> <td>100.5</td> <td>102.1</td> </tr> <tr> <td>Mar 2021</td> <td>96.4</td> <td>96.3</td> <td>99.3</td> <td>97.1</td> </tr> <tr> <td>July 2021</td> <td>99.5</td> <td>100.9</td> <td>101.5</td> <td>106.2</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		Y3 Read	Y3 Maths	Y4 Read	Y4 Maths	Dec 2019	95.8	102.7	98.2	98.6	Sept 2020	95.1	95.1	100.8	97.2	Dec 2020	96.2	99.0	100.5	102.1	Mar 2021	96.4	96.3	99.3	97.1	July 2021	99.5	100.9	101.5	106.2
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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.	End of year summary: Increase in the proportion of children at or above age-related expectations from the start of Y1 when the children were assessed against end of Y1 standards to end of Y2: Reading – increase from 22% to 65% Maths – increase from 18% to 58% Writing – increase from 29% to 43%												
A Y6	Booster sessions before school to target children who have self-isolated to ensure that they don't fall behind if on track or further behind if they are a target child.	Salary cost: 20 sessions of 1hr each per term £2000	By following data collection point, the children demonstrate that they are not deteriorating further.	Dec 20: Positive impact of catch up: <table border="1" data-bbox="1507 507 2107 730"> <thead> <tr> <th data-bbox="1507 507 1771 619">Children catch up to prior attainment</th> <th data-bbox="1771 507 1944 619">Reading</th> <th data-bbox="1944 507 2107 619">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 619 1771 655">Y6 back at WTS</td> <td data-bbox="1771 619 1944 655">6/8</td> <td data-bbox="1944 619 2107 655">3/8</td> </tr> <tr> <td data-bbox="1507 655 1771 692">Y6 back at EXS</td> <td data-bbox="1771 655 1944 692">N/A</td> <td data-bbox="1944 655 2107 692">1/4</td> </tr> <tr> <td data-bbox="1507 692 1771 730">Y6 back at GDS</td> <td data-bbox="1771 692 1944 730">N/A</td> <td data-bbox="1944 692 2107 730">1/4</td> </tr> </tbody> </table>	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
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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	15 chrome books and charging unit £4000	In external quality assurance of remote education, provision is judged to be effective.	Following our Remote Education Quality Assurance meeting, the report stated: The school is rightly proud of the successful 'Team Withinfields' approach to the remote learning provision. The system has been effective because the Headteacher, leaders and staff in the school have worked with pupils, parents and carers as part of a learning community. The school has sought feedback, listened and responded. It has not made assumptions or adopted a 'one size fits all' approach; rather the Headteacher has led the development of an ambitious and inclusive												

	lockdown and when a teacher has to self-isolate.			remote learning provision which caters for a variety of pupil's needs and styles, takes into account family circumstances and is a good fit for Withinfields School.				
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.	Attendance at zoom during Spring lockdown was popular. Approximately 75% of those not in school engaged with the zoom catch up meetings. Parent comments on survey included: "Class zoom session worked well and (my child) found it reassuring to see her peers and school staff."				
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%. June 21 Of the 6 children who did not meet the standard in Autumn, 3 of these children met the standard by the Summer term. The other 3 children are all children with identified SEND and who have been referred to other agencies.				
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	82% of Y6 children in the eHNA recognized that they'd been given advice and information about emotional wellbeing. 26% of Y6 children disagreed with the statement that they were looking forward to secondary school. Many children expressed that they were worried because they hadn't had chance to look around. The survey was completed prior to them being invited to summer school sessions at the high school.				
A, B	Purchase additional reading books to allow for full scope of abilities in each year group and	£600	In July 2021, data shows that all children are at least at the equivalent standard they	End of year summary: <table border="1" data-bbox="1503 1406 2092 1481"> <thead> <tr> <th>Year Group</th> <th>% at or above best performance</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Year Group	% at or above best performance		
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	to allow for Covid risk assessments. Aim to purchase new titles where possible to enthuse children in their reading		achieved in December 2019 or July 2019 whichever was the higher in reading.	<table border="1"> <tr> <td>1</td> <td>76%</td> </tr> <tr> <td>2</td> <td>64%</td> </tr> <tr> <td>3</td> <td>71%</td> </tr> <tr> <td>4</td> <td>76%</td> </tr> <tr> <td>5</td> <td>76%</td> </tr> <tr> <td>6</td> <td>96%</td> </tr> </table> <p>Additional spending planned for Y2 reading books and assessment of children at the end of year 1 in terms of fluency to delay starting on Accelerated Reader until they are fluent with RWI books independently.</p>	1	76%	2	64%	3	71%	4	76%	5	76%	6	96%
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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.	Affected by lockdown in Spring term. See evaluation in the top boxes on this table for impact of summer term.												
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	End of year summary: End of year ELG assessment was positive for Language and communication: Listening and understanding – 90% achieved expected Speaking – 86% Children attending NELI and Talk Boost sessions made good progress towards their targets.												
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 least on track with their prior attainment.	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 children working at EXS are already back at GDS. End of Year summary: Dip in standards experienced at the end of Spring following the lockdown. However, end of year position shows that 62% of Y2-												

				6 children who had been previously expected but were WTS at the start of the year had returned to the expected standard for their age group in Reading. Similarly, 39% of previously GDS children who had slipped back to EXS were back achieving GDS in Reading.
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. End of Year summary: Dip in standards experienced at the end of Spring following the lockdown. However, end of year position shows that 82% of Y2-6 children who had been previously expected but were WTS at the start of the year had returned to the expected standard for their age group in Maths. Similarly, 57% of previously GDS children who had slipped back to EXS were back achieving GDS in Maths.
	Accumulated total	£25920		