**STRATFORD UPON AVON PRIMARY SCHOOL**

**Catch up Funding 2020/2021**

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| *This report outlines how our school has spent the Catch up funding allocation in 2020-2021 and how it plans to spend it in the forthcoming academic year.* |
| **Our Principles and Objectives** |
| Since our return to school after the 2020 Covid 19 outbreak teachers have spent time assessing all children- this has been through many forms such as more formal baseline assessments in Maths, Reading, Writing and Phonics, to daily informal assessments across all subjects through talking with the children and supporting their learning (example Flashback 4).  These simple assessments have not just been academic but also daily assessments of our children’s mental well-being. Through these assessments we have identified a number of areas of development such as gaps within maths and phonics. We have also established some areas in which children’s mental well-being has been affected.  This report will outline how the catch up funding will be used following a 3 tiered approach:  -Teaching  -Targeted academic support  -Wider Strategies |
| **Our Catch up Funding**  **2020 - 21** |
| Total number of pupils on role to date: 213  Total number of pupils currently eligible for catch up funding (October census): 213  Payment 2 pupils:  Payment 3 pupils:  Total amount of Catch up Grant per pupil: £80.00  Total amount of Catch up Grant: £18,960 |
| **The 3 tiers of support** |
| ***In order to improve the progress and outcomes for all pupils we aim to:***   * Close the gaps in mathematics learning for disadvantaged and pupils at risk of not achieving ARE in Key Stage 1 and Key Stage 2. * Close the gaps in Phonics learning for disadvantaged and pupils at risk of not achieving ARE in Key Stage 1. * Close the gaps in reading for disadvantaged and pupils at risk of not achieving ARE in Key Stage 1 and Key Stage 2. * Prioritise mental well-being for all pupils. * Provide high quality blended curriculum that is accessible for all. |
| 1. **Summary information** |
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| **2. Current attainment – These figures are based on 2019 as all formal assessments were cancelled due to Covid 19.** |
| |  |  |  | | --- | --- | --- | |  | ***Pupils eligible for PP(our school)*** | ***Pupils not eligible for PP (national average)*** | | % passing Year 1 Phonics screening test | **100%** | **93%** | | **% achieving in reading, writing and maths in KS1** | **0%** | **89%** | | **% reaching expected standard in reading KS1** | **33%** | **93%** | | **% reaching expected standard in writing KS1** | **0%** | **96%** | | **% reaching expected standard in maths KS1** | **33%** | **93%** | | **% achieving in reading, writing and maths in KS2** | **80%** | **79%** | | **% reaching expected standard in reading KS2** | **80%** | **93%** | | **% reaching expected standard in writing KS2** | **80%** | **97%** | | **% reaching expected standard in maths KS2** | **80%** | **90%** | |  | | | |
| **Teaching support** |
| * Implementation of new spelling scheme Spelling Shed. * Implementation of new PSHE Programme, to support our Building Relationships policy. * Training of TA’s in Building Reading Stamina to deliver reading recovery interventions. * Ensure suitable technology is available to all pupils, particularly disadvantaged pupils. * Teachers ensuring that home learning is available to all weekly/daily basis. |
| **Targeted academic support** |
| * Providing high quality 1:1 or small group tuition in maths for Key Stage 1 and 2 pupils * Provide high quality 1:1 or small group tuition in Phonics for Key stage 1 pupils * Reading Recovery sessions 1:1 for KS1 and KS2 pupils * Daily spelling lessons using new spelling scheme Spelling Shed. |
| **Wider Strategies** |
| * Ensuring wellbeing is interwoven through our curriculum * Use of high quality texts to promote positive well being * Links with wider community to ensure support is available all * Clear and effective communication with families |

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| **Nature of Planned Support**  **2020-2021** | | | | |
| **Desired Outcome** | **Action** | **Costs** | **Measured outcome**  **RAG rated** | **Impact**  **Autumn/Spring/**  **Summer** |
| **Tier 1- Teaching** | | | | |
| Implementation of a new Spelling Scheme, Spelling Shed. | -Spelling Shed to be introduced to whole school staff  -Baseline assessments to identify spelling gaps  Consolidation time for practice and application of skills  -Prioritise gaps with TAs if pupils are unable to read at home  Parents to be familiar with the scheme and their resources. | £149.40  Spelling Shed Subscription  £136.50  EdShed Subscription  £59.00 – Writing (including spelling) Exemplification materials (year 1-6) | Improved learning outcomes in Spellings (meeting end of  year ARE objectives)  Whole school consistency achieved  Staff aware of gaps  Parents can access home learning through eSchools home learning |  |
| Training Teaching Assistants in Building Reading Stamina (BMS) | Teaching Assistants to complete BMS course online - two day training focusing on how children learn to read and how best to support that process and equips participants to effectively implement the BRS intervention.  Baseline pupils to establish target audience.  1:1 and small group work reading interventions. | £700.00 | Independent reading strategies and understanding of text.  Targeted KS1 and KS2 children to be brought to ARE in reading in 10 weeks. |  |
| Every Child Counts Maths Intervention Programme (Edge Hill) | 1 Teacher and 1 Teaching assistant to complete training and deliver in-school 3xper week maths interventions;  TA to up-skill additional members of staff to deliver interventions in KS1/ | £990.00 | - Regular assessments show the gaps closing  - All pupils making rapid progress from their individual starting points |  |
| National College CPD | To enrol full staff team and Governors. | £1194.00 | Whole school CPD to be tailored specifically to staff to support pupils across the school. |  |
| Implementation of PSHE Programme (Jigsaw) to support Building Relationships policy and to re-establish routines, relevance and relationships. | -Jigsaw to be introduced to whole school staff/ whole school staff training, delivered by PSHE Lead;  -Weekly delivery of lessons.  Parents to be familiar with the scheme and their resources. | £995.00 (for one year subscription) | Development of emotional literacy and social skills;  Whole school consistency achieved;  Parents can access home learning through eSchools home learning. |  |
| Ensure suitable technology is available to all pupils, particularly disadvantaged pupils. | Survey Parents about devices  Disadvantaged pupils to have access to school devices should they have to isolate  Apply for Government issued devises  Parents to be given help sheets for new websites/sources of learning  Teachers to offer high quality alternatives to technology when no other options are available  In the case of school closures teachers are to deliver at least one ‘live’ lesson daily. | £870.00 (IPAD’s purchase)  No specific cost- will apply for further funding/grants if applicable | All pupils will be able to access home learning. |  |
| Teachers ensuring that home learning is available to all weekly/daily basis | Teachers to ensure home learning is as close to class based learning as possible  EYFS – Year 6 to use eSchools platform  Microsoft teams to be used across whole schools | No specific cost- will apply for further funding/grants if applicable | All pupils will be able to access home learning. |  |
| **Tier 2: Targeted academic support** | | | | |
| Providing high quality 1:1 or small group tuition in maths for Key Stage 1 pupils  (NB) | Baseline assessment to identify ‘at risk’ pupils and their specific gaps in learning  A fully qualified and experienced Teaching Assistant to be employed to delivery Maths tuition, working alongside the class teacher for planning.  Sessions to be delivered as a group work session.  TA to regularly liaise with class teacher to ensure the pupils get the right targeted support | £105.00 (per every six weeks) | - Regular assessments show the gaps closing  - All pupils make progress from their individual starting points |  |
| Providing high quality 1:1 or small group tuition in maths for Key Stage 2 pupils  (CF and TG) | Baseline assessment to identify ‘at risk’ pupils and their specific gaps in learning.  A fully qualified and experienced Teaching Assistant to be employed to delivery Maths tuition, working alongside the class teacher for planning.  Sessions to be delivered as a group work session after school.  TA to regularly liaise with class teacher to ensure the pupils get the right targeted support | £210.00 (per every six weeks) | - Regular assessments show the gaps closing  - All pupils make progress from their individual starting points |  |
| Provide high quality 1:1 or small group tuition in Phonics for Key stage 1 pupils | Baseline assessment to identify ‘at risk’ pupils and their specific gaps in learning  A fully qualified and experienced teacher to be employed to deliver daily phonics lessons  1:1 and small group sessions daily for targeted pupils  1x per week Phonics Tracker assessments to take place with TA. (VB)  TA to regularly liaise with class teacher to ensure the pupils get the right targeted support | £750.00 per every six weeks. | - Regular assessments/ use of Phonics Tracker show the gaps closing  - All pupils make progress from their individual starting points |  |
| Provide high quality 1:1 tuition in reading recovery KS1 and KS2 | Baseline assessment to identify ‘at risk’ pupils and their specific gaps in learning  A fully qualified and experienced Teaching Assistant to be employed to deliver 1xper week reading recovery lesson  1:1 sessions daily for targeted pupils  TA to regularly liaise with class teacher to ensure the pupils get the right targeted support | £649.41 | - Regular assessments show the gaps closing  - All pupils make progress from their individual starting points |  |
| **Tier 3: Wider Strategies** | | | | |
| Ensuring wellbeing is interwoven through our curriculum | Long and medium term plans reflect how wellbeing is being targeted across the curriculum (not just in PSHE lessons)  Whole class mindfulness to be part of our curriculum 1 x 30 mins per week (HD)  Extra provision of snacks throughout day – fruit, water  Additional movement breaks throughout the day | £444.96 (per every six weeks) | All families have access to a blended curriculum via a range of channels  Children display signs of a positive mental well being  Children talk about their emotions  Children do not go hungry throughout the school day. |  |
| Use of high quality texts to promote positive well being | The Colour Monster text to be embedded across school as part of our Positive Relationships Policy  Whole school text approach for the start of each term: Here We Are; After the Fall. | **£** | Texts promote positive wellbeing  Children feel connected through shared texts  Children make progress in reading and writing. |  |
| Links with wider community to ensure support is available all | Links with local church through regular assemblies/staff contact  Working alongside Warwickshire Family Service to provide additional support where needed such as Early help  Weekly counselling sessions for the children; staff and families | No specific cost- will apply for further funding/grants if applicable | School established as a hub of the community  Families supported through a strong network of help and interventions |  |
| Clear and effective communication with families | Regular contact with families who are self-isolating.  Help sheets for new learning.  Regular communication from Head teacher and PP champion  Updates via media channels such as school website, Twitter, eSchools.  Keep communications jargon free | No specific cost- will apply for further funding/grants if applicable | Parents feel that communication is good  Parents are well supported in helping their children at home |  |