

## WM Catch-Up Strategic Plan 2020-21

Summary Information					
Academic Year	2020/21	Total Catch-Up Premium	£6500	Total Number of Pupils	105 (incl Nursery)

School context (all numbers exclude new FS2 children)						
Total number of pupils eligible for pupil premium funding (Y1-Y6)	Number of looked after children (LAC)	Number of post LAC	Special Guardianship Orders	Number of children with EHCP	Number of children on SEND register (inc. EHCP) (Y1-Y6)	Number of Early Help Records
6	0	1	0	0	18	2

At the Blue Kite Academy Trust, we understand the challenge presented to children and their families because of COVID-19 lockdown. Whilst many children were able to attend school for some time during this period, we recognise that many children have missed over four months of schooling.

We appreciate the barriers and challenges that have faced parents during this period of home schooling and recognise that all children have experienced different levels of support, engagement and access to technology. However, we are clear that these challenges can be overcome. For disadvantaged children, the evidence base strongly suggests that the most effective way to improve outcomes is through excellent classroom teaching. We believe that this is also the case for all children returning to school. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning.

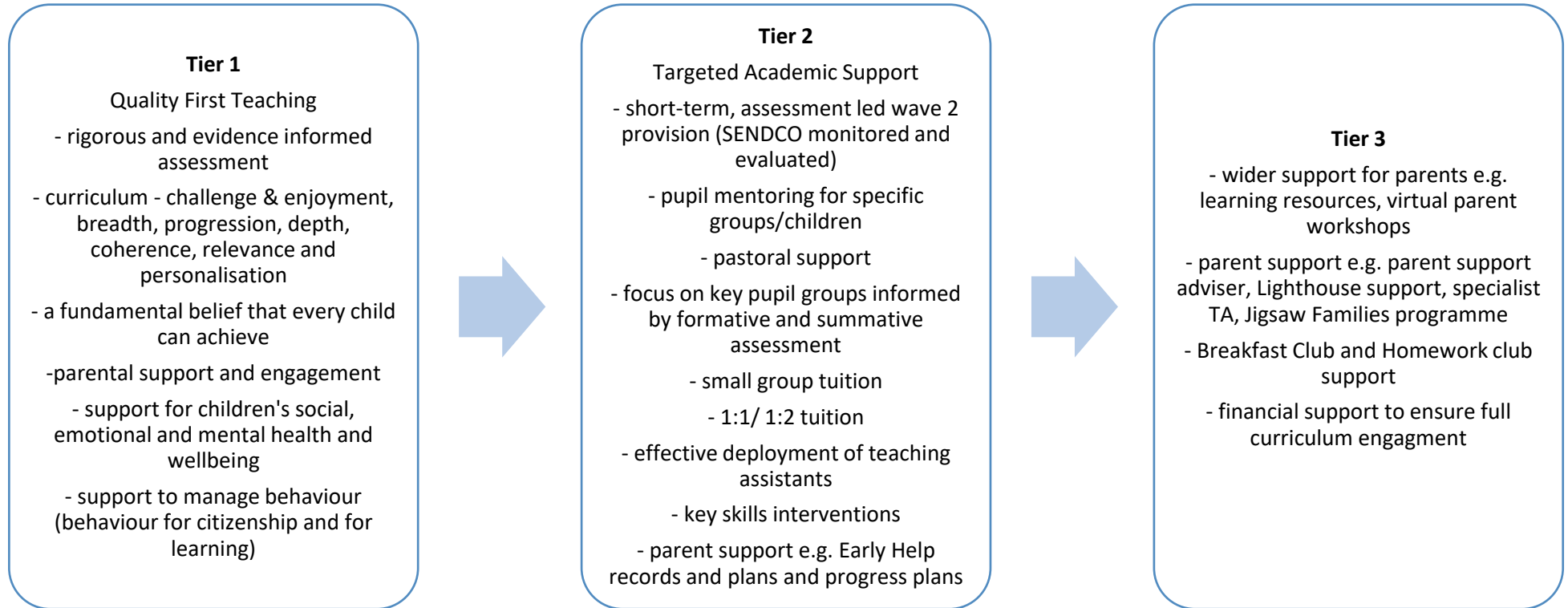
During the 2020-21 academic year, [William Morris Primary School](#) anticipates receiving in the region of £6500 in catch-up funding. This is based 82 pupils on roll receiving £80 each. Our strategic catch-up plan is based on these figures and is in addition to additional funding received as part of the Pupil Premium Grant. In deciding on how to most effectively use this funding to provide effective catch-up, we have considered evidence and guidance from:

- Education Endowment Foundation COVID-19 Support Guide for Schools
- Education Endowment Foundation Guide to Supporting School Planning: A Tiered Approach to 2020-21, and
- DfE Coronavirus (COVID-19) catch-up premium guidance.

In addition to this, EEF research evidence has been used to identify best practice models with high impact outcomes for children.

Our strategic catch-up plan is informed by our strong starting point of curriculum review; identification of recovery, review and reconnect priorities; our knowledge of our school community and key pupil groups; and a robust model of assessment to inform teachers' planning and curriculum offer. We have adapted to new routines, are confident in our capacity to make these changes, have ensured rigorous staff training and have proactively considered how we will respond to new challenges that may arise during the academic year ahead such as falls in attendance, the need for remote learning or staffing demands. Meta-cognition strategies, teaching and learning underpins practice.

Example tiered approach PLEASE ADAPT FOR YOUR SCHOOL:



Planned expenditure (Some PPG or high needs funding may also be used to support initiatives)						
Academic Year: 2020/21						
Area of Spend	Total Budgeted Cost	Contribution from Catch-up Funding	Description of Intervention	Intended Outcomes	How impact is to be measured	Impact of the catch-up funding spend
Catch up fund	500	500	<b>Talk Boost</b> 3-4 year old resources	To support Nursery language development	Intervention group assessed at beginning and end of intervention	On entry assessments to the 'Talk Boost' programme completed and sessions have begun 3 x per week. Some positive developments noted though full impact to be documented early into the next academic year.  TAs and SENDco have a secure understanding of the programme and how it needs to be implemented to maximise impact.  Talk Boost YR - Great improvement in children's ability to articulate their thoughts and place words into a sentence that makes sense. This has enabled us to close the gap across the children's communication and language skills enabling 6 out of the 9 children to make GLD for Communication and Language.
Catch up fund	500	500	<b>Talk Boost</b> 5-7 year old resources	To support YR & Y1 language development		
Catch up fund	218	218	<b>Talk Boost</b> training Programme for intervention groups of 4 children with a trained TA – to support Speech and Language development	To train all TAs and SENDco		
Catch up fund	575	500	<b>ELSA</b> (Emotional Literacy Support Assistant) training	To have weekly ELSA sessions available for those children would need support with their mental health, so they can access learning	Improved mental health of individual children	TA has finished her training, is meeting regularly with identified children and has started to have supervision. The children she is meeting with are beginning to be able to better express how they feel and are showing improvements in their mental wellbeing.

Catch up fund	6861	4117	<p><b>Intervention TA</b> to support Y1 will cover:</p> <ul style="list-style-type: none"> <li>• Phonics booster group phase 2, 3 and 5</li> <li>• 1-1 daily reading for those who do not read at home</li> <li>• Key maths skills booster for those not at GLD (until xmas)</li> <li>• Key maths skills booster for Y1 curriculum</li> <li>• Fine motor skills group</li> <li>• Talk Boost programme</li> </ul> <p><b>When one TA left, this then became Teacher support for the summer term 2021, 1 am a week &amp; 2 pms a week TA support.</b></p> <p><b>Intervention TA</b> to support YR will cover:</p> <ul style="list-style-type: none"> <li>• Gross motor skills group</li> <li>• Fine motor skills group</li> <li>• Phonics phase 2 and 3</li> <li>• Talk Boost programme</li> </ul>	To support booster groups in Y1 and YR	Children assessed at the beginning and of each intervention	<p>Y1: Children in the interventions have made accelerated progress through the phonic phases, have made improvements in the phonics screening scores and are moving through book bands. Outcomes in Reading, Writing and Maths have improved from Term 1 – Term 5 (Chd reaching expected level): Reading: 43% &gt; 55% Writing: 36% &gt; 51% Maths: 53% &gt; 62%</p> <p>Rec: YR Phonics - 79% of chn are secure phase 3 and above - impact from phonic booster intervention has closed the gap allowing chn who were missing sounds to learn and secure, supporting in both reading and writing.</p>
Catch up fund	150	150	<b>Fine and Gross motor skills</b> resources	To use to support intervention groups in YN, YR & Y1 To improve children's pencil control	Children assessed at beginning and end of intervention	<p>Good range of resources to support the above interventions. YR Physical development FMS - Huge impact during lockdown providing parents with resources and zoom interventions enabled parents to support with physical development - for example, some chn came back being able to hold a</p>

						pencil with control which supported forming letters correctly.
Catch up fund	550	500	To support mathematical understanding – <b>Numicon</b> kit	To use in class and in groups to develop children’s mathematical knowledge	Improved use of Numicon in lessons and children’s understanding	YR Numicon - we both had a set of numicon in the classroom since September. We have embedded numicon throughout Maths inputs and in the environment which has supported the children's knowledge and understanding of numbers.
Total funds allocated to catch-up provision	<b>£6485 – amount received £6500</b>					