

Catch Up Funding Strategy Statement 2020-21

School	Meadow Park Academy	School Strategy Leader	Stieve Butler
No. of Eligible Pupils¹	324	Total Allocation²	£25,920 (Total grant)

1 Teaching

Training and support to prepare teachers for the New Academic Year

Professional Development Opportunities and resourcing to support the implementation of recovery curriculum

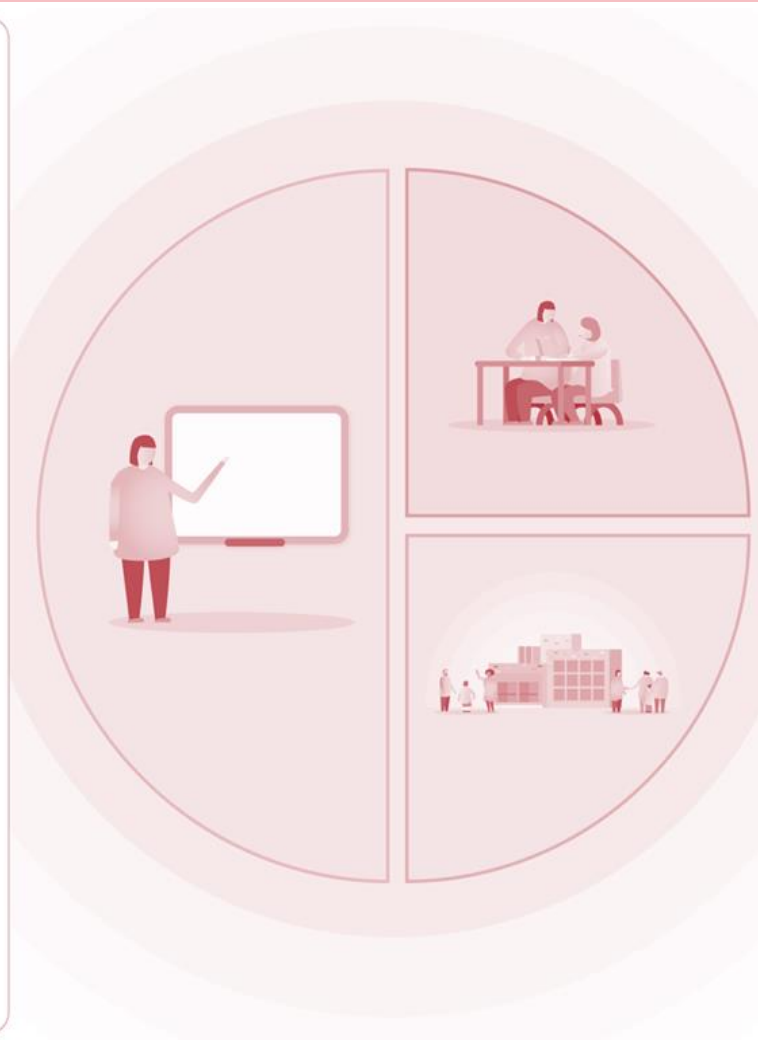
Ensuring teachers have training and support to adjust to structural and organisational changes.

Additional support for early career teachers

Developing new curriculum

Assessing and Monitoring Pupil Progress.

Transition resources and staffing support



2 Targeted academic support

One to one and small group tuition

Small garden groups and additional targeted intervention work

After school catch up classes on offer

3 Wider strategies

Family and pastoral support

Specialist projects for SEN and PP

Developing the community school

Accessing technology and resources at home during prolonged isolations

1. Teaching

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured
A	<p>Year 1 who have regressed with their phonics knowledge</p> <p>Year 2 who were not on track to pass phonics screening in Year 1</p> <p>Year 3 who were due to sit Phonics re-sits in Year 2</p>	<p>Additional phonics teaching and catch up.</p> <p>Extra Phonics teaching time</p> <p>Phonics interventions</p>	<p>Teacher assessment</p> <p>Baseline assessments</p>	<p>TA support for small targeted group teaching</p> <p>English hub specialist to support training and delivery.</p> <p>Increased resources to support teaching e.g. RWI materials and books</p>	<p>Pupils are significantly further behind than they would have been at this stage</p> <p>Pupils unable to complete Phonics screening.</p> <p>Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge</p>	<p>£1,450 RWI books and subscription</p>	<p>Year 1 pupils will make accelerated progress and those expected / capable will pass PSC in June</p> <p>Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills</p> <p>Year 3 pupils will refresh and progress their phonics skills in order to improve their reading skills</p>
B	All Pupils	Quality First Teaching	<p>Teacher /Baseline assessments and knowledge of increased and prolonged disruption to schooling in a disadvantaged area</p> <p>Discussions with parents and Social workers</p>	<p>Launch of new curriculum</p> <p>High quality Inset and CPD aimed at supporting the recovery curriculum</p> <p>Refer teacher to the EEF teacher toolkit and other recovery curriculum resources</p> <p>Additional support for teachers with identified weaknesses</p>	<p>Prolonged time away from normal teaching routines</p> <p>New teachers to the school</p> <p>Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready</p>	£1,000	<p>Strong QFT to ensure pupils have the best chance of making up for time missed</p> <p>New format for Pupil Progress meetings at each short term looking at data and development</p>

				<p>Small garden provision to reduce interruptions in normal class teaching</p> <p>Maths and English lead allowed time to monitor provision and support staff</p>			
C	<p>Children moving from Yr. R to Year 1</p>	<p>A hybrid EYFS / Year 1 curriculum in place for the first half term to help pupils transition after lost.</p> <p>Some pupils to remain in EYFS</p>	<p>Teacher / Baseline assessment</p> <p>End of year assessments</p> <p>Gap analysis of the foundation stage curriculum</p>	<p>Pupils who were already extremely low in EYFS are still accessing Reception or are being heavily supported in Year 1</p> <p>A continuum of reception created for first half term with more formal learning being merged in for a strong transition.</p> <p>Small garden provision will be implemented</p>	<p>It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.</p> <p>Given the high level of SEN of some year 1 pupils it is necessary for them to remain in EYFS and there may be a rationale for creating a small garden group as time progresses</p>	£1,000	<p>Pupils to settle well into Year 1 and make good progress towards ARE ready for Year 2</p> <p>For teachers to have the resources available to continue a play based approach to learning to allow pupils to go through the appropriate stages of child development.</p>
D	<p>Pupils in Year 5 / 6 mixed classes</p>	<p>Teachers have large mixed classes and both they and the pupils are</p>	<p>Class by class based on teachers experience</p>	<p>Extra catch up provision for children who have fallen a long way behind</p>	<p>Children in Year 6 and 5 awaiting EHCPs which have been delayed due to Covid-19 plus</p>	£ 10,000	<p>Provision of SEN Teacher to support catch up group on a part time basis</p>

		<p>finding this a further challenge alongside the other elements</p> <p>One teacher is early to their career needing extra support to ensure they can deliver catch up learning for pupils and to allow their entitled career progression support to happen.</p>		<p>Assistant Headteacher providing coaching and mentoring to ensure quality and consistency throughout the Year 5 / 6 provision</p> <p>Maths and English to be taught in ability groups</p> <p>Year 6 teacher to have leadership time to support early career development of LC in year 6 and oversee small garden provision.</p> <p>SENCo to support teachers in delivering appropriate learning to pupils not likely to reach ARE</p>	<p>arrival of new pupils who have been home schooled</p> <p>The large merged year group has such a broad spread of ability and understanding that new groupings will assist with aiding rapid progress</p> <p>LC new to SATS year and all teachers new to high level SEND provision</p>		<p>Strong teaching in year 5 and LC supported in early career development.</p> <p>All pupils make good progress and those capable of making ARE are facilitated to do so.</p> <p>All teachers in year 5 & 6 have been supported to develop their practise in particular in terms of providing for high level SEN</p>
E	Reception Pupils	<p>Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready</p> <p>High levels of speech and language issues and SEN</p>	<p>Baselines and general visual teacher assessments</p> <p>Use of new EYFS framework</p> <p>SENCo observations / EHCP</p> <p>Parent voice</p>	<p>2 teachers and 2 TAs to 2 classes model.</p> <p>EYFS Lead is an SLE and EYFS teacher is a Moderator.</p> <p>Further support being sought to help get pupil ready for learning</p> <p>Small garden provision for EYFS / Year 1 being scoped</p>	<p>(EEF- Guidance)</p> <p>Initial observations support the fact that many pupils are below expected 40 – 60 months on entry</p>	£5,000	<p>Children are well supported to be school ready and catch up on vital stags of early childhood development</p> <p>Children who need EHCP and specialist support are identified and beginning the process.</p>

				<p>Application in place for NELL intervention</p> <p>Apprentice employed to support children with very early needs</p>	<p>Many pupils are not yet toilet trained and are very low in motor skills etc</p>		
F	Year 1-6	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year, based on teaching from previous years objectives	<p>Gaps Analysis</p> <p>Teacher assessment</p>	<p>English and Maths Lead given time to develop and support curriculum</p> <p>All staff to receive Inset training and training during staff meetings</p> <p>Maths and English lead allowed time to complete 1:1 Curriculum CPD with teachers who request it</p> <p>Set up small garden provision to ensure more appropriate teaching for all pupils</p>	<p>(EEF- Support for teachers)</p> <p>Teachers need to be fully equipped to ensure Quality First Teaching in every classroom</p> <p>Teachers require support for appropriate planning for outlying pupils often way outside their year group</p>	£3,000	<p>All teachers have a clear understanding of the curriculum gaps they need to teach</p> <p>All pupils will make rapid progress to be back in line with expectations by the end of the academic year</p>

2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured
A	Year 2 pupils who were not on track to pass	Additional phonics	Baseline assessments	Small group tuition	(EEF- Small group tuition) effective approach	See 1 A	Year 2 pupils making accelerated progress to develop and embed

	phonics screening in year 1	teaching and catch up. Extra Phonics teaching time			Pupils currently unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge		phonic knowledge and early reading skills At least all pupils identified to pass the PSC in Year 1 will pass the check in November 2020
B	Year 2 pupils who are lower and middle attaining	Quality First Teaching in core subjects Additional phonics teaching and catch up.	Baseline assessments	Experienced Teachers and TAs supporting small groups (12) Enhanced Curriculum to engage pupils and accelerate learning	(EEF- Small group tuition effective approach) Pupils have significant gaps and are currently unable operate at a level to complete National standards assessments.	£ 3,600	Year 2 pupils making accelerated progress to develop and embed core skills At least all pupils who achieved GLD to pass the KS1 SATS in 2021
C	Lower and Middle attaining pupils in Year 3 & 4	Quality First Teaching in core subjects Pupils with high level SEND to access small garden provision Additional phonics teaching and catch up.	Baseline assessments EHCPs and SEN assessment Did not access PSC for re-test	Experienced Teachers and TAs supporting small groups (12) Small group tuition (Small garden)	(EEF- Small group tuition effective approach) Pupils have gaps and Year 3 unable to complete National standards assessments. Gaps in learning from KS1 to KS2	£3,600	Year 3 and 4 Small Garden groups making accelerated progress Year 3 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills

D	Children in year 5 and 6 significantly behind age related	Additional teaching and catch up. Enhanced Curriculum to engage pupils and accelerate learning	Baseline assessments Last year's Baseline assessment Gap analysis of the previous year group curriculum Assessments	Experienced Teachers and TAs supporting small groups (12) Small group tuition (Small garden)	(EEF- 1:1 group tuition effective approach) Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for secondary school	See 1 D	Year 5 and 6 pupils making accelerated progress to develop and embed core skills At least all pupils who achieved SATS in KS1 to pass the KS2 SATS in 2021
E	Pupils in all year groups with social emotional needs brought about by lack of routine	Small group support and individual counselling	By class teachers and SLT By Therapeutic Counsellor and Skills Mentor Referrals from parents and outside agencies	Small group intervention by Therapeutic Counsellor and other from the Inclusion team Provision of Recovery curriculum projects (MPMS and My School is a building site)	To ensure pupils are confident and mentally ready to learn with strong learning behaviours	£500	Pupils are able to quickly adapt back into routines and access full learning opportunities.
F	Pupils with behaviour or social needs that have fallen behind in their academic achievement Yr1-6	Small intervention group support	By class teachers, SENCo and SLT in partnership	Small group projects e.g. MSMP and Forest school Use of Therapeutic and Restorative approach to behaviour	(EEF- Small group tuition) effective approach to increase confidence and engagement in learning	£500	Pupils are able to quickly adapt back into routines and access full learning opportunities.

3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured
A	Pupils and parents anxiety on returning to school	Mental health and anxiety support Family Worker access for parents	Through the family support worker, inclusion team and SLT	Individual and group intervention support from FSW and Inclusion team. Parenting course Access to specialist project such as MSMP	Parents and carers reporting to have Anxiety issues. Parent and Carers reporting behaviour issues	£500	Additional support available to break down anxiety and ensure pupil attendance
B	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	Family support worker and SLT through conversations and ongoing support	Continue to provide parents with practical support wherever possible incl food parcels, uniform etc) Continuation of Bagels and breakfast for all	(DFE guidance/ Schools experiences and prior work and pupil premium research) Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning	£750	Pupils are ready to learn, concentration is increased and pupils have good self esteem
C	Pupils and parents suffering with mental health problems and anxiety on returning to school and	Mental health and anxiety support	Family support worker, Inclusion team and SLT through conversations	Specialist staff trained in bereavement counselling and offering grief support 1:1	(1:1 support- EEF) Some individual cases of parents and carers reporting to have Anxiety issues.	£250	Additional support available to break down anxiety and ensure pupil attendance

	suffering bereavement		and ongoing support	Access to Daisy's Dream			
D	Disadvantaged Pupils who don't have ICT and resources etc. for completing work from home if forced to self-isolate	Deprivation and financial difficulty	Family support worker and SLT through conversations and ongoing support Parent and pupil survey	Ensure all families have access to resources to work from home when self-isolating Fundraise / apply for ICT equipment for deprived pupils	(DFE guidance/ Schools experiences and prior work and pupil premium research) 48% of pupils at the school are PP. Families don't have equipment and rarely access to the internet for sustained periods of time. These lack of resources would make it impossible for continued learning to take place.	£500	All pupils are able to access home learning if having to self-isolate and continued learning can take place.
E	Provision of Google classroom	Pupils need to be able to access high quality teaching and resources in case of lockdown	Pupils having difficulty with paper packs of work during lock down and low engagement	Develop Google classroom within the normal setting to complement work and deliver homework	Low engagement with work sent home in paper packs	See 3 D	All pupils will be familiar with working on Google classroom and submit homework regularly. If bubbles are locked down pupils will have no problem accessing the platform

The above costings exceed the catch up monies allocated (£25,920). We estimate that there will be an extra £5,730 minimum spent on the above plan. Thirty laptops and a laptop trolley at an approximate cost £15,000 have been purchased to assist with remote learning and Google classroom at an approximate cost £15,000 to the school.

Monies unused from 2020-21 due to further lockdown closures have been ring-fenced and carried forward into 2021-22 to support catch up.

- **Eligible Pupils include Year Reception – Year 11**
- **Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.**