

East Dene Primary Catch-Up strategy statement

Background to the Funding

The government introduced the Catch-up funding with the aim of reducing the attainment gap for all pupils who have been directly affected by the Coronavirus Pandemic.

Each child (F2-Y6) in school will receive £80 catch-up funding across the year (received in 3 tranches) and this will be allocated following a needs analysis which will identify priority classes, groups and individuals.

How will the Impact of the catch-up funding be measured?

The school will evaluate the impact on each pupil from termly Teacher Assessment. This will be recorded and discussed as part of our Termly Pupil Progress meetings, the results of which will be fed in the following term's Intervention provision.

We will measure progress and attainment in reading, writing and maths as a result of intervention and additional support.

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| School- East Dene | | | |
| Academic Year | 2020/21 | Total Catch-Up budget | £24,240 |
| Total number of Primary pupils (F2 – Y6) | 287 | | |

Planned expenditure

Our focus will be on early reading, including phonics, as well as basic skills and reasoning in Maths and then identifying gaps in individuals learning. Gap teaching will be delivered by an experienced East Dene teaching assistant (working on gaps identified by class teacher) whose working hours will be increased for 2 terms. In addition we will use this funding to employ an additional HLTA for two terms, to support classes whilst teachers deliver targeted interventions to identified pupils. We will also access the National Tutoring Programme to offer identified pupils in key year groups (Y3 & Y6) additional weekly 1:1 tuition. Pupils will be identified by class teachers after completing diagnostic assessments and from on-going low-stakes assessments. The teachers will identify pupils who will benefit from additional support and intensive support. SLT will then plan and formalise the teaching timetable, with a

focus on set intervention programmes for pupils in each year group. Our main aim is to the narrow the gap in attainment due to the coronavirus pandemic and ensure that children who need additional support receive this in a timely manner.

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Cost | When will you review implementation? |
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| 1.1 Diminish any differences between vulnerable groups of children across KS1 and KS2. | Member of staff to be given additional responsibility to oversee the Catch up Curriculum across KS1 and 2 - to track and monitor catch up strategies closely looking at high impact successes (EEF) and continually refining practice to ensure learning gaps are closed in the most effective and timely manner. | <ul style="list-style-type: none"> Significant catch-up is required across school. Initial baseline assessments show negative impact on retention of knowledge and skills. Member of staff to be given responsibility to monitor this and analyse data on a termly basis, sharing overview with the whole school. Whole school staff to have an understanding of their role in whole school catch up. | <ul style="list-style-type: none"> Termly Monitoring and Evaluation report to be recorded and shared with SLT and Governors. End of year data – children achieve their predictions (see impact measures) End of year data shows % increase in pupils achieving EXS. | YS | £1300 | February 2021 July 2021 |
| 1.2 Diminish any differences between vulnerable groups in phonics for all FS2 and KS1 children. | <p>High ratio of staff will support quality first teaching across the School</p> <p>Experienced TA to increase weekly hours to ensure focus sessions can take place with pupils identified as being in the lowest 20% for phonics.</p> <p>Purchase RWI online learning materials to ensure children can access daily phonics lessons if isolating at home and so that high</p> | <ul style="list-style-type: none"> Pupils have not received directed phonics teaching since March 2020. Initial assessments show some regression. Pupils have not all had the opportunity to read to others, access stories and enjoy books. Transition to KS1 has not been able to happen, so pupils need transition support EYFS curriculum; pupils in Y1 need a further period of time to continue developing key skills from the EYFS curriculum during Autumn Term 1. | <ul style="list-style-type: none"> Baseline Assessments (practical activities/observations of independent learning) Assessments to take place each 6 weeks. Focused 1:1 support for lowest 20% across all KS1 groups. Year Group RAPs Half-termly PPMs | LR/JV/KLM Governors | <p>*TA additional hours – £2188</p> <p>Phonics resources/early reading – £ 4500</p> <p>Ruth Miskin RWI online access – £460</p> <p>Total - 7148</p> | February 2021 July 2021 |

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| | quality CPD can be accessed by staff. | | | | | |
| 1.3 To secure KS2 pupils phonic knowledge so as to enable them to access the full curriculum and reduce gaps in reading and writing. | Members of KS2 support staff to access Fresh Start Fast Track Tutoring training | <ul style="list-style-type: none"> Pupils In KS2 who did not pass the Y1 phonics screen assessment and the Y3Autumn Term retake require additional support to build fluency and their ability to decode independently Outcomes from baseline assessments measured against outcomes from prior year group attainment and attainment from end of KS1. Outcomes from Autumn Term 2 Phonics Screen for Y3 pupils | <ul style="list-style-type: none"> Focused small group support across KS2 for those pupils who did not pass the end of Y2 retake phonics screen assessment | LR/KLM/JMc | Fresh Start CPD - £450 Phonic Resources - £2000 | February 2021 July 2021 |
| 1.4 To improve pupils creative writing skills in Y5/6 To build their confidence in writing, recapping basic skills and developing imagination. | Identified pupils in Y5/6 to access a 10 week intervention 'Teach Live' based on developing creative writing skills. Additional TA employed to allow English leader to be released to deliver high quality writing interventions to pupils in UKS2. | <ul style="list-style-type: none"> Outcomes from baseline assessments measured against prior year group attainment and attainment from end of KS1. | <ul style="list-style-type: none"> Focused small group – overseen by English Link Leader. PPMs Year Group RAPs Regular feedback to SLT | LR/YS/JMc | £500 TA – 10 hrs x 2 terms. £3,601 | December 2020 February 2021 |
| 154 Improve and/or consolidate the rate of progress for identified children in KS1 with basic maths skills | High ratio of teaching staff will support quality first teaching across the School Experienced TA to increase weekly hours to deliver maths intervention to identified pupils | <ul style="list-style-type: none"> Baseline Assessments and Low-stakes tests have highlighted bottom 20% of children have failed to retain basic skills in Maths. Mash-up sessions have also highlighted children aren't as confident with fluency. Children have missed direct maths teaching for over 6 months. | <ul style="list-style-type: none"> Complete on entry/exit maths assessments Focused 1:1 support for bottom 20% across all KS1 identified children Year Group RAPs Half termly PPMs | LR/JV/YS Governors | *Additional TA hours (£2188) | February 2021 July 2021 |

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| <p>1.3 Improve the attainment of identified pupils in KS2 (Assessed as WTS in Maths , through intervention secure EXS)</p> | <p>Third Space learning NTP to give intense 1:1 support on a weekly basis.</p> <p>20 children to access the NTP across Y3 and Y6</p> | <ul style="list-style-type: none"> • Pupils are not on – track to meet their end of Key Stage attainment in maths due to lack of teaching in Spring and Summer Term 2020. • Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up. • Baseline assessments and Low-Stakes tests (pickers) and pre/post assessments has helped identify focused children. • Pupils require additional support in previous programmes of study in maths. | <ul style="list-style-type: none"> • SLT to monitor quality of sessions. • YS to liaise with mentors to ensure gaps are being targeted. • Termly assessments will feed into progress. • Plickers assessments to inform staff if gaps are being reduced. • RAPs • PPM | <p>LR/YS (link tutor)</p> | <p>Third space learning - £2540</p> | <p>February 2021 July 2021</p> |
| <p>1.4 Progress the English & Maths skills of all identified KS2 learners with bespoke 1:1 support offered through Cwntury</p> | <p>KS2 class teachers and support staff to lead bespoke interventions using the Century programme.</p> <p>Additional HLTA to be employed to release class teachers so that they can lead interventions in line with their phase RAP.</p> | <ul style="list-style-type: none"> • Pupils are not on – track to meet their end of Key Stage attainment in English & Maths due to lack of teaching in Spring and Summer 2020. • Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up. • Assessments in Autumn 1 highlighted gaps in children's knowledge in both Maths and English (See phase group RAPs) | <ul style="list-style-type: none"> • Staff training to ensure they are able to effectively use the Century programme. • SLT to monitor outcomes from the Century programme. • Analyse termly assessments to see if identified children are progressing. • Low-stakes tests analysed to see impact of programme. • Gap analysis using Century platform to ensure children are making progress. • CPD delivered to HLTA | <p>LR/JV + phase leaders</p> | <p>Century - £1657.50</p> | <p>February 2021 July 2021</p> |
| <p>1:5 Improve the language acquisition of the children in EYFS by using the Nuffield Early Language intervention</p> | <p>Identified staff to access NELI CPD (Jan 2021)</p> <p>Additional HLTA to be employed to cover trained teachers so they can access the CPD and then deliver the intervention.</p> | <ul style="list-style-type: none"> • F2 children have all missed 6 months of education. • F1 children have not been exposed to the wider experiences over the past 6 months and in turn will have lost language. • On entry data showed that Reading and Maths were major areas of weakness. 0% of children were 'on track' in both areas to achieve ELG secure and in Reading only 12% were working at 30 – 50 dev and in Maths 31% were working at 30 – 50 dev.t | <ul style="list-style-type: none"> • Nuffield CPD to ensure staff have clarity around intervention. • Intervention standards to be monitored by JV. • Termly data drops to analyse language progression. | <p>LR/JV</p> | <p>Nuffield Intervention – Fully funded</p> <p>TA – 10 hrs x 2 terms. £3,601.</p> | <p>February 2021 July 2021</p> |

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| <p>1.6 To develop SEND children's knowledge of oral language, spelling, reading and writing through access to the Lexia Learning Program</p> | <p>Identified pupils to access weekly intervention sessions via Lexia Learning – to be overseen by SENDCo.</p> | <ul style="list-style-type: none"> SEND children have missed 6 months of class teaching as well as additional interventions. SEND children don't always respond to the structured teaching of English (including phonics & reading.) Progress over time in phonics, reading and writing for these identified SEND children is slow. 67% of the bottom 20% pupils in reading also have SEND. | <ul style="list-style-type: none"> Lexia Learning CPD to ensure staff clarity around support. Intervention standards/programme to be monitored by CR. 6 weekly phonics assessments to be monitored by RWI leader, KLM. ½ termly data analysis PPMs | <p>LR/CR/KLM</p> | <p>£5000</p> | <p>February 2021 July 2021</p> |
| <p>1.8 – Improve the DERIC reading skills of identified children in KS2 by having focused reading workshops</p> | <p>High ratio of teaching staff will ensure quality first teaching across the School</p> <p>Employment of HLTA to enable class teachers to deliver additional, focused reading workshops across KS2.</p> | <ul style="list-style-type: none"> KS2 children have not been exposed to high-quality texts for over 6 months. Children have lost some of the skills used to read effectively. Due to some children not reading at home, fluency is now an issue. Reading baseline assessments and the use of low-stakes assessments showed that children are struggling to transfer skills to unfamiliar texts. Teacher Assessment has highlighted bottom 20% of children are struggling to apply skills. | <ul style="list-style-type: none"> Monitor the quality of reading sessions. Assessments to take place termly and to be analysed with detailed gap analysis. Low-Stakes tests in class. Benchmarks scores to increase. | <p>LR/KLM/JMc</p> | <p>TA – 20 hrs x 2 terms. £3,601</p> | <p>February 2021</p> |

IMPACT MEASURES

Year

Autumn

Spring

Summer

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| F2 | <ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy F2. • Children develop and begin to show good characteristics of effective learning. • Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. • By the end of the Autumn term, pupils are making rapid progress in phonics to close the gap and 54% (19 out of 35) of pupils are assessed as being 1c or above which means they are on track to achieve end of year expectations in phonics. | <ul style="list-style-type: none"> • Pupils are making rapid progress in phonics to close the gap and 62% (23 out of 37) of pupils are assessed as being red or above which means they are on track to achieve end of year expectations in phonics. • Children who need support with C&L have been identified, interventions are taking place and the progress is beginning to be evident. • Pupils enjoy reading; they have daily opportunities to listen to high quality stories. • Pupils are developing an excellent understanding of mathematical concepts and reasoning resulting in an increase in the amount of children 'on track' in Maths. • Pupils are tracked, assessments are analysed and QLA informs teaching • The percentage of children in identified pupil groups being assessed as 'on track' is increasing and the gap between identified groups and all other pupils is narrowing. | <ul style="list-style-type: none"> • Pupils are making rapid progress in phonics to close the gap and 70% (26 out of 37) of pupils are assessed as being green or above which means they are on track to achieve end of year expectations in phonics. • Children who needed support with C&L have been given high quality interventions and therefore have made rapid progress. • All pupils who were 'on track' at the start of F2 achieve GLD at the end of the year. • Pupils who were not 'on track' at the start of F2 have made accelerated progress to be in – line with end of year expectations for F2. • The gap between identified pupil groups and all other pupils has diminished. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • Children have the skills needed to be successful learners in Y1 and beyond. |
| Y1 | <ul style="list-style-type: none"> • 62% pupils (28/45) attain at least ELG Secure in Reading, Writing and Maths by the end of Autumn term 2020. • They display the Characteristics of Learning in their Y1 class. • Pupils successfully transition and settle to learn and enjoy Y1 • Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. | <ul style="list-style-type: none"> • Phonics screening check – between 65% and 75% of pupils pass the phonics screening check. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. | <ul style="list-style-type: none"> • Phonics screening check – 82% (37/45) of pupils pass the phonics screening check. • Pupils attain end of year expectations when they were predicted GLD • Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for Y1. • The gap between identified pupil groups and all other pupils has diminished. • Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. • On – track for end of KS target outcomes |

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| Y2 | <ul style="list-style-type: none"> Phonics screening check – 74% - 80% of pupils pass the phonics screening check. Pupils successfully transition and settle to learn and enjoy Y2 Parent’s Consultation about their strengths and development areas. Pupils have formed excellent relationships with their adults and peers. | <ul style="list-style-type: none"> Phonics screening check – 82 - 86% of pupils pass the phonics screening check. Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers) The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. | <ul style="list-style-type: none"> Phonics screening check – 90% - 92% of pupils pass the phonics screening check. Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS. Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for the end of KS1. The gap between identified pupil groups and all other pupils has diminished. |
| Y3 | <ul style="list-style-type: none"> Pupils successfully transition and settle to learn and enjoy Y3 Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas. Pupils have formed excellent relationships with their adults and peers. 62% of Y3 pupils due to take the resit (13 pupils) pass the phonics resit. | <ul style="list-style-type: none"> Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. Phonics screening check – 75% of pupils pass the phonics screening check. The gap between attainment prediction and end of Autumn attainment is diminishing. Pupils are tracked, assessments are analysed and QLA informs teaching (Rising Stars) The gap between identified pupil groups and all other pupils is narrowing. Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Recovery of lost learning time. | <ul style="list-style-type: none"> Phonics screening check – 90% of pupils pass the phonics screening check. Pupils who were predicted to be Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations. Pupils who were predicted to achieve Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain these standard and achieve in-line with age related expectations/above at the end of Y3. The gap between identified pupil groups and all other pupils has diminished. |

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| Y4 | <ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y4 • Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. | <ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • Phonics screening check – All pupils (who've been with us since F1) pass the phonics screening check. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching (Rising Stars) • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on identified groups aligned to targets set | <ul style="list-style-type: none"> • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of Y4. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • The gap between identified pupil groups and all other pupils has diminished. |
| Y5 | <ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y5 • Parent's Consultation about their strengths and development areas. • Pupils have formed excellent relationships with their adults and peers. | <ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching. (Rising stars) • Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on | <ul style="list-style-type: none"> • All pupils have passed the phonics screening check. • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • The gap between identified pupil groups and all other pupils has diminished. |

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| <p>Y6</p> | <ul style="list-style-type: none"> • Pupils successfully transition and settle to learn and enjoy Y6 • Parents consultation about their strengths and development areas, with specific targets set. • Pupils have formed excellent relationships with their adults and peers. | <ul style="list-style-type: none"> • Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life. • The gap between attainment prediction and end of Autumn attainment is diminishing. • Pupils are tracked, assessments are analysed and QLA informs teaching. • Pupils are well – prepared for their statutory tests; they are encouraged to read using the ERIC skills and have Mock SATS weeks. • Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths • The gap between identified pupil groups and all other pupils is narrowing. • Improved outcomes for all pupils, with a focus on | <ul style="list-style-type: none"> • Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS2. • Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. • Year 6 pupils feel confident and well – prepared for Secondary school. • The gap between identified pupil groups and all other pupils has diminished. |
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