

# 'Catch-Up' Strategy for 2020-21

Summary information 'Catch up' Grant					
Academy	Celtic Cross Education				
Academic Year	2020-21	Total Catch up budget	£7760	Number of pupils	97

SECTION ONE: Initial Evaluations and Summary	
Initial Evaluation Tools used	RWI Assessments, Power Maths assessments, Independent write, Accelerated reader, All about me- information from the child, information from parents during welfare calls, conversations with children and parents, disclosures from children, information from nurture group, Motional assessments and teacher assessments.
<b>Identified Barriers</b> <i>(summary of the main findings of your initial evaluation)</i>	
Illness in family, time away from school, low engagement with remote learning, SEN, domestic violence, low self-esteem, low confidence,	
<b>Maths-</b> Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still enjoy Maths. They benefit from using manipulatives in their learning. Their attention span is less than before. Recall of basic skills has suffered – children are not able to recall addition facts, times tables (their recall speed is much slower) and some have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. The gap is wider for children who have not interacted with remote learning.	
<b>Writing-</b> Children have missed 'units' of learning and they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The youngest have missed the 'learning to write process' with a teacher and are generally working at a lower level than we would expect. The gap is wider for children who have not interacted with remote learning.	

**Reading-** Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The youngest children have missed out on regular specialist phonic teaching and data shows that some children are almost a year behind their expected age.

**Non-core-**

There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

**Personal, Social and Emotional-** Some children are showing increasing signs of feeling worried, being clingy, as well as experiencing some physical symptoms linked to worry, like upset tummies. Some SEND children have also shown behavioural problems are increasing over time such as deregulated, arguments and children not doing what they are asked. They have been anxious about the virus. And worried about catching it. Children have been very anxious about leaving the safety of the home environment. We have noticed that children have lower attention spans and resilience levels are much lower than before. They can feel tired by Thursday as they have not got into the routine of a five-day school week. Some pre-school children are not managing their personal hygiene and are not using the toilet effectively. The second lockdown has increased anxiety levels and children/families are more concerned than in September. Added to that there are concerns in the community around Christmas and spending time away from family members.

We have received visits involving five families. There has been an increase in levels of domestic violence and reports of mental health problems.

One family have a mother who has cancer and has to shield.

SECTION TWO: Teaching and Whole School Strategies (e.g. professional development, supporting early career teachers, assessment, effective remote learning)			
What do we want to achieve?	How?	Cost?	Progress/Impact
<i>Identified evaluation or assessment as a baseline-please see attached data tracking document</i>	<i>What will you do to address this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Complete half termly tests and record assessments to identify gaps and on Insight to track performance. Additional time out of class to analyse assessment data.	Abacus Maths £88  TA hours at HLTA hours £200 (£12.99TA £15.69 HLTA)	Half termly assessment

<p><u>Maths</u> Teachers plan good quality teaching to close the gap and to get children back to age expected levels by the Summer term.</p>	<p>The children will be taught Maths daily using Power Maths as the main resource. They will also use White Rose, TT Rockstars, Abacus, Test Base and past SATS papers. Abacus will be used in the EYFS.</p> <p>Additional support is given from the Maths Hub, teachers attend half termly meetings (2 per half term).</p>	<p>Abacus Maths £88 (see above) We receive £500 grant to cover supply costs-no additional costs to the school.</p>	<p>Half termly assessments</p>
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MATHS Year Group	Number of children	Number of children included (children who attended Spring- Autumn)	Number of children with lower levels than Spring	Number of children who have stayed the same	Number of children with higher levels than Spring	Number of new children
6	17	14	11 78.6%	2 14.3%	1 7.1%	3
5	13	11	8 72.7%	3 27.3%	0	1 + CDR3
4	16	13	9 69.2%	4 30.8%	0	3
3	12	11	10 90.1%	2 9.1%	0	1
2	20	19	16 84.2%	3 15.8%	0	1
1	10	8	6 75%	4 25%	0	2

<p><u>Writing</u> Teachers to plan good quality teaching to close the gap and to get children back to age expected levels by the Summer term.</p>	<p>The children will be taught Literacy through the Talk for Writing programme. All classes follow a rolling programme. RWI children will follow the Get Writing Programme.</p>	<p>No additional costs</p>	<p>Half termly assessments</p>
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WRITING Year Group	Number of children	Number of children included (children who attended Spring- Autumn)	Number of children with lower levels than Spring	Number of children who have stayed the same	Number of children with higher levels than Spring	Number of new children
6	17	14	6 42.9%	8 57.1%	0	3
5	13	11	8 72.7%	3 27.3%	0	1 + CDR3
4	16	13	8 61.5%	5 38.5%	0	3
3	12	11	8 72.7%	2 9.1%	2 18.2%	1
2	20	19	14 73.7%	5 26.3%	0	1
1	10	8	8 100%	0 0%	0	2

<p><u>Reading</u> Teachers to plan good quality teaching to close the gap and to get children back to age expected levels by the Summer term.</p>	<p>Additional Oxford Reading books will be purchased so the children have more choice and a wider variety of reading materials. Children on the accelerated reader programme will have additional books purchased so they also have a wider choice of books. Nessy reading programme.</p>	<p>£400 for additional Books £400 per year for Nessy</p>	<p>Half termly assessments</p>
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READING Year Group	Number of children in class	Number of children included (children who attended Spring-Autumn)	Number of children with lower levels than Spring	Number of children who have stayed the same	Number of children with higher levels than Spring	Number of new children
6	17	14	10 71.4%	2 14.3%	2 14.3%	3
5	13	11	9 81.8%	2 18.2%	0	1
4	16	13	6 46.2%	7 53.8%	0	3
3	12	11	8 81.8%	1 9.1%	1 9.1%	1
2	20	19	18 94.7%	1 5.3%	0	1
1	10	8	7 87.59%	1 5.3%	0	2

<p><u>Wider Curriculum- foundation subjects</u></p>	<p>Purchase the Cornerstone curriculum. Teachers to receive the training from</p>	<p>£1900</p>	<p>Monitor intended and actual coverage and progression. Halt termly assessments.</p>
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<p>To close gaps in knowledge by using a coherently planned curriculum, underpinned by a rigorous skills and knowledge framework. To meet ofsted's emphasis on the foundation subjects.</p>	<p>Cornerstone for the planning, delivery and assessment of foundation subjects.</p>		
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<p><u>Transition support</u></p> <p>Children who are joining reception class need remote transitions.</p>	<p>All children will be offered a zoom meeting with the teacher and be sent an EYFS booklet.</p> <p>A 360 virtual tour of Grampond Road Primary School is proposed and will be shared with all potential new starters from September 2021. Additional time is made to cover the teacher so that they can have a virtual</p>	<p>No additional costs</p>	<p>Increased numbers joining the school.</p>
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	meeting with their new starters so that the child is confident in joining GR. Additional time is made for the teachers to produce a promotional video.		
<u>Remote Learning</u>	All children will have access to remote learning should they be isolating. This will be through class DOJO. The teachers will need additional time to plan a remote learning package.	No additional costs	Feedback from parents and children.



SECTION THREE: Targeted Support (structured interventions, small group tuition, one-one support, effective deployment of TAs, reading interventions)			
What do we want to achieve?	How?	Cost?	Progress/Impact
<i>Identified evaluation or assessment as a baseline - please see attached data tracking document</i>	<i>What will you do to address this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	RWI leaders will deliver interventions  Additional release time and training to support the delivery of the reading fluency approach.	No additional cost as this is delivered by Sarah Kennedy during the school day with the	RWI assessment before and after.
<u>Maths-Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and	Year 1 4 children split into 2 groups  Year 2 4 children split into 2 groups  Year 3 4 children split into 2 groups	Maths Government Tuition programme £2700  Maths Tuition budget £2088 Tuition rate of £37 per hour £2088 will equal 56 hours of tuition & PPA time will be included in the 56 hours. (hourly rate TBC)	

application of number.	<p>Year 4 6 children split into 2 groups</p> <p>Year 5 4 children split into 2 groups</p> <p>Year 6 6 children split into 2 groups</p>		
<p><u>Intervention programme</u> An appropriate Literacy intervention, such as Catch-Up Literacy, supports those identified children in reinforcing their writing skills and application.</p>	<p>Year 1 5 children split into 2 groups</p> <p>Year 2 5 children split into 2 groups</p> <p>Year 3 4 children split into 2 groups</p> <p>Year 4 4 children split into 2 groups</p> <p>Year 5 4 children split into 2 groups</p> <p>Year 6 4 Children split into 2 groups</p>	<p>Literacy Government Tuition programme £2700</p> <p>Literacy Tuition budget £2088 Tuition rate of £37 per hour £2088 will equal 56 hours of tuition &amp; PPA time will be included in the 56 hours. (hourly rate TBC)</p>	



SECTION FOUR: Wider Strategies (e.g. sustaining parental engagement, social and emotional learning, reinforcing behaviour routines, breakfast clubs)			
What do we want to achieve?	How?	Cost?	Progress/Impact
<i>Identified evaluation or assessment as a baseline</i>	<i>What will you do to address this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
<p><u>Supporting parents and carers</u>  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Additional online learning resources will be used, such as Purple Mash to support children learning at home. Likewise, Spelling Shed will be used so that children can practise spellings at home.</p> <p>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be prepared and set aside for children to take home when home-learning occurs.</p>	No additional costs	Half termly assessments.
<p><u>Small group PSHE Sessions</u>  Children identified through teacher assessments and use of Motional</p>	Small groups doing Time to talk and socially speaking lead by Mary Stevenson.	<p>£37 per hour, 2 afternoons per week  £148 per month for 7 weeks.  Total cost £1036.</p>	

assessment programme.	<p>Year 1 4 children identified</p> <p>Year 2 5 children identified</p> <p>Year 3 2 children identified</p> <p>Year 4 4 children identified</p> <p>Year 5 0 children identified</p> <p>Year 6 3 children 4 groups per week 1 hour per group</p>	<p>£37 per hour, 2 afternoons per week £148 per month for 4 weeks. Total cost £596 (hourly rate TBC)</p>	
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Total spend £7760