



## Catch up funding strategy- Carrington Junior School

Available funding : £19,440

Catch-up funding will be spent according to catch up needs identified within the school and therefore will be kept under review and considered alongside spending and activity for Pupil Premium, SEND and main school funding so that funding and support is delivered where there is the greatest need as the situation evolves.

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

### **The curriculum remains broad and ambitious**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

### **Remote education**

DfE asks that schools meet the following key expectations:

Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

Aim to return to the school's normal curriculum in all subjects as soon as is practicable, in line with government guidance.

Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.

Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered\* approach:

### **Teaching**

High-quality teaching for all

Effective diagnostic assessment

Supporting remote learning

Focusing on professional development

### **Targeted academic support**

High-quality one to one and small group tuition

Teaching Assistants and targeted support

Academic tutoring

Planning for pupils with Special Educational Needs and Disabilities (SEND)

### **Wider strategies**

Supporting pupils' social, emotional and behavioural needs

Communicating with and supporting parents

Supporting parents with pupils of different ages

Successful implementation in challenging times



Risk/ area of concern	Measures in place	Provision Cost from catch-up funding
Wide ranging gaps expected in all year groups following 2019-2020 academic year	PiXL gap assessment and response tool purchased to address gaps. <ul style="list-style-type: none"> <li>Autumn transitional package to identify gaps in prior learning and swiftly address these</li> <li>Diagnostic tests and therapies linked to key learning areas</li> <li>Intervention resources provided</li> <li>Consultant support to maximise impact of tool across school</li> <li>Termly conferences and training available for staff.</li> </ul>	£2700
Many children returned to school with delayed progress with their reading as identified by September baseline assessments	Purchase of Big Cat e-books, to enable children to continue to access reading scheme if they are in isolation or there is another period of lockdown. <ul style="list-style-type: none"> <li>Access to all books in reading scheme.</li> <li>Additional comprehension activities linked to each text</li> <li>Inclusive 'read to me' function to support less able readers access texts initially, and support those who are working independently from adults.</li> </ul>	£999
Some children returned to school with delayed progress with their reading and phonics as identified by September baseline assessments	Lexia online literacy resources purchased for those children who are two years behind in their learning. This addresses: <ul style="list-style-type: none"> <li>Phonics including blending and segmenting</li> <li>Spelling patterns</li> <li>Developing vocabulary</li> <li>Grammar terms and sentence structure</li> <li>Comprehension skills</li> </ul> The programme is responsive and gives extended teaching input where pupils find tasks difficult, as well as addressing specific gaps. This programme can be accessed remotely in case of isolation of hub closure.	£3780
A significant learning gap amongst our Year 4 pupils in all core learning areas, particularly reading, phonics, grammar and writing.	What: <ul style="list-style-type: none"> <li>Small group tutoring in focused intervention and teaching groups for writing in half termly booster groups. Pupils selected to be key marginals who will benefit from short term boost to fill identified gaps. Monitored through intervention trackers and teacher assessment. Children benefitting: 10-12 per half term on rotational basis for 1 year/ ALL due to smaller group sizes and greater 1:1 feedback opportunities in class.</li> <li>Small group and 1:1 phonics provision monitored through intervention trackers, following Lesley Clarke Phonics and 5 minute daily sheets Children benefitting: Small group daily in each class/ 7 1:1 pupils/ rest of class increased teacher focus on phonics/ spelling at their level</li> <li>Small group and 1:1 reading interventions following Reading Masters and Big Cat Reading catch-up sessions. Monitored through intervention trackers and assessments. Children benefitting: 10-12 per half term on rotational basis for 1 year /10-12 per half term/ ALL due to smaller group sizes and greater 1:1 feedback opportunities in class</li> <li>Focused EAL intervention group working on verb agreement, tenses and vocabulary. Children will be tracked using EAL levels of competence tracking grid and supporting teaching resources. (Tracking children through levels: New to English, Early Acquisition, Developing Competence, Competent and Fluent) Children benefitting: 7 children – Wider school EAL provision as good practice is developed and shared.</li> </ul> Specific focus on the following gaps across these interventions:	£11,961



	Grammar	Writing	Phonics	Reading	
	Consistent verb tenses 15% Adverbs to begin sentences 23% Subject verb agreement 13% Subordinating and coordinating conjunctions 26% Accurate capital letter 18% Full stops/question/exclamation marks 14% Commas in lists 16% Apostrophes for omission 14% Possessive apostrophes 8% Identify main and subordinate clauses 9%	Describe settings and characters Sustain writing across a whole piece Use more than one clause and coordinating and subordinating conjunctions to extend sentences Use paragraphs Write for a range of purposes (with carefully selected vocabulary and tone, considering purpose and audience) Use varied sentence openers Use consistent and correct tense Use precise adjectives in noun phrases Use the present perfect form Use commas for lists Use commas to demarcate adverbs Use inverted commas for direct speech	ue oe ew au u_e e_e wh ear ure pt nk ur	Skim short passages to retrieve information 21% Identify the author's purpose for writing 12% Summarise main points from a passage 19% Explain and justify character actions using evidence from a text 28%	
	<b>How:</b> Use existing expertise amongst staff to create a 3-way split for the year group. Providing additional hours to enable this to happen while maintaining school Covid protocols and covering EHCP allocated hours. <ul style="list-style-type: none"> <li>• Reading and English lessons split 3 ways to enable focus on targeted pupils.</li> <li>• Additional TA used to focus on targeted pupils in class.</li> <li>• Additional TA time in afternoons to be used to focus on reading and with other key tasks and interventions as directed by the class teacher, on a continuous review basis. Some time will be allocated to pre/post teaching as required.</li> </ul>				
	<b>Wider school benefit:</b> <ul style="list-style-type: none"> <li>• Staffing already exists to replicate this model in Year 5, both within Covid bubble set up, and on a longer-term basis with ARP reintegration.</li> <li>• Best practice will be shared and inform practice around the school.</li> </ul>				
<b>Additional measures</b>					
Curriculum adapted to address gaps and focus on key skills	Restorative Curriculum developed in Summer Term 2020 in order to allow space to address missed learning. The Restorative Curriculum will include a focus on reading, English, PSHE, maths, science and PE. Topic content will be embedded through these subjects and there will be lots of opportunity for practical learning, enabling the children to access elements of art, D&T, history and geography.				
Concern for wellbeing of pupils returning to school after a long gap	Wellbeing catch-up phone calls with families in September to discuss pupil wellbeing and support.				
Reading fluency has dipped across the school	'Cherry leaves' after school reading provision set up for children a year below the level they should be reading at, targeting PP pupils and including others.  Class reading libraries modernised.  Extended lower levels of Big Cat scheme purchased to address need.				PP funded   PTA/school  School
Writing levels have dipped across the school	Additional staff training around writing linked to: moderation and standardisation, and quality of test models used in line with Bob Cox Opening Doors principles.				School  PP funding
Maintaining high attendance for all pupils is a priority.	Family liaison worker employed to maintain links with vulnerable families and develop positive relationships.				PP funding



Ensuring parental engagement remains high during era of 'online meetings'		
Ensuring there is adequate provision for devices should pupils need to learn from home.	Parents surveyed to identify need for devices. School laptops have been converted to ensure they will work away from the school network in family homes. Loan agreement drawn up. Laptop bags purchased.	School
Ensuring a high-quality remote learning provision.	Government grant used to set up Teams for the whole school. Comprehensive staff training given to teachers and TAs over several training sessions. Equivalent provision now in place for isolating pupils.	Government
Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period	School counsellor employed for 1 day a week to address post lockdown issues for vulnerable children.  Family liaison worker supporting children pastorally in school.	PP funding