

# 'Catch-Up' Strategy for 2020-21

Summary information 'Catch up' Grant					
Academy	CCE - Grampound with Creed C of E School				
Academic Year	2020-21	Total Catch up budget	£4400	Number of pupils	55 at Oct Census 2020

SECTION ONE: Initial Evaluations and Summary	
Initial Evaluation Tools used	<p>AR reader / RWI phonic assessments. Teacher assessments in writing against agreed 'expectation frames / formats'. Teachers quizzes / assessments in maths as advised by EEF.</p> <p>Above used to give a 'baseline' assessment for October half term 2020.</p>
Identified Barriers <i>(summary of the main findings of your initial evaluation)</i>	
YR – 3 children identified as targets for support (R, W) 2 for (M). S&L. - <b>Vulnerability</b> PP inclusive	
Y1 – 2 children identified as targets for support (R,W, M) - <b>Vulnerability</b> PP inclusive	
Y2 – 2 children identified as targets for support (R, W) - <b>Vulnerability</b> SEN inclusive	
Y3 – 3 children identified as targets for support (R, W) 2 for (M) - <b>Vulnerability</b> PP & SEN inclusive	
Y4 – 3 children identified as targets for support (W) 2 for (R, M) - <b>Vulnerability</b> PP & SEN inclusive	
Y5 – 4 children identified as targets for support (R, W, M) - <b>Vulnerability</b> PP & SEN inclusive	
Y6 – 6 children identified as targets for support (R, W, M) - <b>Vulnerability</b> SEN inclusive	
<p>Whole school – Noticeable decrease in children's confidence in themselves as learners. Areas showing a negative impact include - Working memories. Listening skills. Resilience and readiness to learn. Concentration skills. Self-confidence.</p>	

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</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 Initial check - End of Autumn Term</i>
Address whole school issue of loss of confidence and the negative impact of COVID lockdown upon learning behaviours. (Working memories. Listening skills. Resilience and readiness to learn. Concentration skills. Self-confidence.)	Outdoor learning to enhance learning skills and concentration. Training for staff and purchase of new materials to support outdoor learning.	Arena books purchased to support outdoor learning in School £40 2 day release for each teacher for planning outdoor learning into the full curriculum after the recovery curriculum finishes to maintain engagement and wellbeing. 36 hours of back fill TA time £360	Assessment – enjoyment of learning / listening ability / working memories.  Motional assessments check (Resilience and confidence levels)
Children will benefit from high quality remote learning and continue to narrow the learning gaps identified (from full lockdown) in the event of a bubble closure.	Remote learning tools to support homework and remote learning in the event of a possible bubble closure.	Purple Mash - £444	PITA ongoing
In school learning will be enhanced with interventions and individually planned catch up programmes for groups / identified children. Additional tools to support this will need to be purchased across the school.	Purchase additional tools to promote classroom learning and small group / 1:1 learning.	RWI teaching resources - £115 Memory support resources - £36	PITA ongoing

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</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 Initial check - End of Autumn Term</i>
YR – 3 children identified as targets for support (R, W) 2 for (M). S&L. - <b>Vulnerability</b> PP inclusive	Adult support and resources for the EYFS class identified children.	Extra RWI satchel books - <b>£119</b> Phonics sound bags - <b>£50</b>	PITA ongoing
Y1 – 2 children identified as targets for support (R,W, M) - <b>Vulnerability</b> PP inclusive Y2 – 2 children identified as targets for support (R, W) - <b>Vulnerability</b> SEN inclusive Y3 – 3 children identified as targets for support (R, W) 2 for (M) - <b>Vulnerability</b> PP & SEN inclusive	Adult support and resources for the 1,2,3 class identified children.  2 hours of afternoon TA intervention p/w for small group and 1:1. (Same day catch up interventions / pre-teach / handwriting / maths fluency.) 2 hours of TA support to backfill for teacher taking targetted interventions at end of day. 3x weekly. (Memory / reading / writing skills)	Additional resources already mentioned above. 4 hours of weekly targetted support. <b>£40 p/w – 25 weeks £1000</b>	PITA ongoing
Y4 – 3 children identified as targets for support (W) 2 for (R, M) - <b>Vulnerability</b> PP & SEN inclusive Y5 – 4 children identified as targets for support (R, W, M) - <b>Vulnerability</b> PP & SEN inclusive Y6 – 6 children identified as targets for support (R,W,M) – <b>Vulnerability</b> SEN inclusive	Adult support and resources for the 4,5,6 class identified children.  2 hours of afternoon TA intervention p/w for small group and 1:1. (Same day catch up interventions / pre-teach / editing writing / maths and writing fluency.) 3 hours of extra TA support p/w for small groups in guided sessions in reading / writing.	Additional resources already mentioned above. 5 hours of weekly targetted support. <b>£50 p/w – 25 weeks £1250</b>  1:1 tutoring service for 6 pupils in Y6. Two groups of 3 children for 15 hours. <b>£450 total</b>	PITA ongoing

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 Initial check - End of Autumn Term</i>
Loss of confidence and wellbeing for specific children (PP and SEN)	TIS targetted support	1 hour weekly targetted support. £10 p/w – 25 weeks £250	Motional scores / individual assessments
Gaps in learning identified in individuals. Need of 1:1 opprtunities for catch up out of school time.	ASC club spaces for learning	2 sessions per week for catch up work for Y6 children with greatest need. £13 p/w - 22 weeks £286	PITA ongoing.
Parents need to be able to support their children remotely to ensure a consistent approach to catch up learning.	Parental support for Y6 families. Remote / homework help sessions and resources.	Remote learning tools as mentioned in previous section. No extra cost.	Levels of engagement at home via Class Dojo. PITA ongoing.

Total budget - £4400

Total spend - £4400