

Catch-up Funding Strategy Statement (Primary)

1. Summary information					
Academy	Bovington Academy				
Academic Year	2020 – 2021	Total budget	£20,720	Date of most recent review	February 2021
				Following National Lockdown T3/2021	

2. Barriers to future attainment		
Children that may have the biggest gaps in knowledge are pupils who;		
A.	Have missed a lot of work, or have not been engaging with or accessing remote learning	
B.	Do not have access to the technology needed, or whose home lives make home learning difficult	
C.	Are vulnerable or have EHC plans and did not attend school during lockdown, so learning from home may have been challenging	
D.	Have experienced difficult family circumstances, such as bereavement, that may have impacted on their learning	
E.	Had limited or irregular support at home during lockdown	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerating progress and improving attainment in reading, writing and maths.	Gap between identified children and all children in both attainment and progress significantly diminishes
B.	Attendance for identified children is in line with national figures	Attendance rates are at least 96% across the academic year. Reduce the number of persistent absentees amongst targeted pupils
C.	Gaps in knowledge addressed to enable children to make at least expected progress despite lock down	Gaps close so that children are able to work at the same rate/level as their peers
D.	All year groups on track to meet targets set against FFT 20	Children across the school on track to meet FFT20 targets/ARE

4. Planned expenditure: Academic Year 2020-21

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What will be implemented and how will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Accelerating progress and improving attainment in reading, writing and maths.</p>	<p>-Staff CPD on developing QFT skills – use of AfL to ensure that teaching is adapted to the needs of the pupil groups. -Staff CPD on planning to ensure focus is on key knowledge/concepts, children are given the opportunity to practice what they have learnt and show that they understand. -Gap analysis to be completed and focus children identified for intervention. -Accelerated Reader Programme to be embedded across Y2 - Y6 once children have finished the RWI phonics reading scheme; use of MyON (online catalogue of texts) to give children wider access to texts from home. -Reading Eggs to be embedded across Yr-Y1 and for SEND pupils who cannot access AR -Times Table Rockstars/Numbots to be used from Y1-Y6 to enable quick mental recall of multiplication facts that will support arithmetic skills. -Transition support for children returning to school after lockdown through Toast & Talk during T1 & T4 -Share catch up strategic plan with all staff to ensure focus and raise awareness. -Concentrate on language skills in EYFS; invest in a reputable language screener such as Language link to baseline and provide individual programmes or consider NELI/Talking Partners -CPD to train and deliver catch up intervention in arithmetic through success@arithmetic</p>	<p>Gap analysis and predictions show that many children are working significantly below ARE for their year group - See predictions and target setting documents</p>	<p>CPD AfL T2 staff meetings to be based solely around AfL; planning, engagement, feedback & challenge <u>Evidence through monitoring</u> = learning walks, data analysis, pupil voice, book look <u>Impact</u> (so what?) = improving standards, consistency in the quality of T&L across the school, improved pupil motivation <u>Cost</u> = resourcing £1000</p> <p>Outcomes Use of software to address identified gaps and accelerate progress <u>Evidence through monitoring</u> = analysis of AR Star Tests, weekly word count, TTRS analysis, data analysis, pupil voice, parent questionnaire <u>Impact</u> (so what?) = improving standards, numbers of children engaging with AR, TTRS, Numbots, Reading Eggs, Y4 multiplication check 2020-21, improved pupil motivation <u>Cost</u> = AR / MyON - £3081.33 (2nd of 3 year deal) TTRS & Numbots (3 years upfront cost) - £511.06 Reading Eggs (3 years upfront) = £2290.68</p> <p>Transition support Small groups of children that are struggling with transition back to school to work on a 6-week ELSA programme, Toast & Talk, to ensure they are ready for learning</p>	<p>SLT Phase Leaders Pastoral Team</p>	<p>6 weekly</p>

			<p><u>Evidence through monitoring</u> = entry and exit data based around bespoke emotion support, evaluation of ELSA</p> <p><u>Impact</u> (so what?) = pupil voice, improving standards, improved attendance, improved pupil motivation</p> <p><u>Cost</u> = Pastoral team to deliver ELSA once a week to x6 groups, x40 minutes LS = £8.98 for 40 mins x 6 = £53.88 per week x 38 weeks = £2047.44 RM = £7.97 for 40 mins x 6 = £47.82 per week x 38 weeks = £1817.16</p> <p>EYFS Language Intervention Screen all children to find gaps that need addressing and deliver targeted programme to increase language acquisition and narrow gaps</p> <p><u>Evidence through monitoring</u> = learning walks, data analysis, pupil voice, learning journals scrutiny</p> <p><u>Impact</u> (so what?) = improving standards across the EYFS strands, entry and exit data, gap between focus children and all children diminishing</p> <p><u>Cost</u> = Talking Partners £700</p> <p>Maths Intervention Targeted support for children falling behind in arithmetic and number skills; LSAs to be trained to deliver across the school.</p> <p><u>Evidence through monitoring</u> = data analysis, work in books, pupil voice</p> <p><u>Impact</u> (so what?) = improving standards reflected in test data and progress within books, entry and exit data, gap between focus children and all children diminishing</p> <p><u>Cost</u> = success@arithmetic £600</p>		
Total budgeted cost					£12,047.67

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will be implemented and how will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance for identified children is in line with national figures	<p>-Weekly analysis of attendance and support / intervention for identified families; link with focus children identified for catch up support</p> <p>-Regular meetings between attendance officer and SLT to improve and sustain attendance rates</p> <p>-Family support work to ensure improved attendance</p> <p>-Referral to EH/LA attendance team where school intervention is not effective</p> <p>-Remote learning where children are self-isolating or away from school with other Covid linked situations</p> <p>-Daily absence phone calls to be made, reassuring parents that it is safe to return, outlining the measures that schools have implemented to ensure the safety of all pupils, parents and staff.</p> <p>-In cases of pupils with agency involvement not attending, alert allocated professional (i.e. social worker) of the non-attendance and agree plan of action.</p> <p>-Transition support for children returning to school after lockdown through Toast & Talk during T1.</p> <p>-Share catch up strategic plan with all staff to ensure focus and raise awareness</p> <p>-Ability to provide technology for those children self-isolating or who do not have the technology to access home learning opportunities</p>	<p>Attendance analysis linked to focus children who are working significantly below ARE for their year group</p> <ul style="list-style-type: none"> - See attendance analysis linked to catch up 	<p>Transition support Small groups of children that are struggling with transition back to school to work on a 6-week ELSA programme, Toast & Talk, to ensure they are ready for learning</p> <p><u>Evidence through monitoring</u> = entry and exit data based around bespoke emotion support, evaluation of ELSA</p> <p><u>Impact</u> (so what?) = pupil voice, improving standards, improved attendance, improved pupil motivation</p> <p><u>Cost</u> = Pastoral team to deliver ELSA once a week to x6 groups, x40 minutes LS = £8.98 for 40 mins x 6 = £53.88 per week x 38 weeks = £2047.44 RM = £7.97 for 40 mins x 6 = £47.82 per week x 38 weeks = £1817.16</p> <p>Attendance analysis Attendance Officer to analyse attendance data and link to identified catch up children. Signpost to support options after exhausting in-school provision</p> <p><u>Evidence through monitoring</u> = attendance analysis, evaluation of intervention</p> <p><u>Impact</u> (so what?) = improved attendance, improving standards, improved pupil motivation</p> <p><u>Cost</u> RM = £23.91 for 2 hours a week x 38 weeks = £908.58 Attendance Officer</p> <p>Remote Learning Children able to access technology to complete remote learning in case of self-isolation or home learning opportunities</p>	<p>SLT</p> <p>Attendance Officer</p> <p>Phase Leaders</p> <p>Pastoral Team</p> <p>ICT Technician</p>	6-weekly

			<p><u>Evidence through monitoring</u> = analysis or home learning opportunities, book look, pupil voice, AR analysis, TTRS analysis</p> <p><u>Impact</u> (so what?) = pupil voice, improving standards, increase in numbers of children accessing remote/home learning, improved pupil motivation</p> <p><u>Cost</u> = x20 ChromeBooks £170 (£3400) Carry case £6.50 each (£130) LNC Charging Unit (30 baskets) £1,000.00</p>		
Total budgeted cost					£9,303.18
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps in knowledge addressed to enable children to make at least expected progress despite lock down	<p>-Staff CPD on developing QFT skills – use of AfL to ensure that teaching is adapted to the needs of the pupil groups.</p> <p>-Staff CPD on planning to ensure focus is on key knowledge/concepts, children are given the opportunity to practice what they have learnt and show that they understand.</p> <p>-Accelerated Reader Programme to be embedded across Y2 - Y6 once children have finished the RWI phonics reading scheme; use of MyON (online catalogue of texts) to give children wider access to texts from home.</p> <p>-Reading Eggs to be embedded across Yr-Y1 and for SEND pupils who cannot access AR</p> <p>-Times Table Rockstars/Numbots to be used from Y1-Y6 to enable quick mental recall of multiplication facts that will support arithmetic skills.</p> <p>-Intense and time limited before school and after school or holiday tuition for targeted children – this needs to be</p>	<p>Gap analysis and predictions show that many children are working significantly below ARE for their year group</p> <ul style="list-style-type: none"> - See predictions and target setting documents 	<p>CPD AfL T2 staff meetings to be based solely around AfL; planning, engagement, feedback & challenge</p> <p><u>Evidence through monitoring</u> = learning walks, data analysis, pupil voice, book look</p> <p><u>Impact</u> (so what?) = improving standards, consistency in the quality of T&L across the school, improved pupil motivation</p> <p><u>Cost</u> = £1000</p> <p>CPD Working memory & precision teaching Buy in trainer to deliver inset on working memory and precision teaching</p> <p><u>Evidence through monitoring</u> = learning walks, data analysis, pupil voice, book look</p> <p><u>Impact</u> (so what?) = improving standards, consistency in the quality of T&L across the school, improved pupil motivation,</p> <p><u>Cost</u> =</p>	<p>SLT</p> <p>Phase Leader</p> <p>ICT Technician</p> <p>Pastoral Team</p>	6-weekly

	<p>through high quality teaching and modelling.</p> <ul style="list-style-type: none"> -Transition support for children returning to school after lockdown through Toast & Talk during T1 & T4 -Share catch up strategic plan with all staff to ensure focus and raise awareness. -Concentrate on language skills in EYFS; invest in a reputable language screener such as Language link to baseline and provide individual programmes or consider NELI/Talking Partners -Ability to provide technology for those children self-isolating or who do not have the technology to access home learning opportunities -Precision teaching training to support recall from short term memory -CPD to train and deliver catch up intervention in arithmetic through success@arithmetic 		<p>Precision teaching through EP service Precision Teaching delivered by EP £?</p> <p>Outcomes Use of software to address identified gaps and accelerate progress <u>Evidence through monitoring</u> = analysis of AR Star Tests, weekly word count, TTRS analysis, data analysis, pupil voice, parent questionnaire <u>Impact</u> (so what?) = improving standards, numbers of children engaging with AR & TTRS, Y4 multiplication check 2020-21, improved pupil motivation <u>Cost</u> = AR / MyON = £3081.33 (2nd of 3 year deal) TTRS - £511.06 Reading Eggs (3 years upfront) = £2290.68</p> <p>Outcomes Small group (no more than x4 children) run after-school or half term holiday school dependent on staff take up. <u>Evidence through monitoring</u> = data analysis, pupil voice, book look, planning scrutiny shows well planned, learning focused intervention that is aligned with learning taking place inside the classroom <u>Impact</u> (so what?) = improving standards, entry and exit data, gap between focus children and all children diminishing <u>Cost</u> = teacher overtime to run carefully planned groups £20 per hour (150 hours) = £3000</p> <p>Transition support Small groups of children that are struggling with transition back to school to work on a 6-week ELSA programme, Toast & Talk, to ensure they are ready for learning</p>		
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			<p><u>Evidence through monitoring</u> = entry and exit data based around bespoke emotion support, evaluation of ELSA</p> <p><u>Impact</u> (so what?) = pupil voice, improving standards, improved attendance, improved pupil motivation</p> <p><u>Cost</u> = Pastoral team to deliver ELSA once a week to x6 groups, x40 minutes LS = £8.98 for 40 mins x 6 = £53.88 per week x 38 weeks = £2047.44 RM = £7.97 for 40 mins x 6 = £47.82 per week x 38 weeks = £1817.16</p> <p>Language Intervention Screen all children to find gaps that need addressing and deliver targeted programme to increase language acquisition and narrow gaps</p> <p><u>Evidence through monitoring</u> = learning walks, data analysis, pupil voice, learning journals scrutiny</p> <p><u>Impact</u> (so what?) = improving standards across the EYFS strands, entry and exit data for the rest of the school, gap between focus children and all children diminishing</p> <p><u>Cost</u> = Talking Partners £700</p> <p>Remote Learning Children able to access technology to complete remote learning in case of self-isolation or home learning opportunities</p> <p><u>Evidence through monitoring</u> = analysis or home learning opportunities, book look, pupil voice, AR analysis, TTRS analysis</p> <p><u>Impact</u> (so what?) = pupil voice, improving standards, increase in numbers of children accessing remote/home learning, improved pupil motivation</p> <p><u>Cost</u> = x20 ChromeBooks £170 (£3400) Carry case £6.50 each (£130)</p>		
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			<p>LNC Charging Unit (30 baskets) £1,000.00</p> <p>Maths Intervention Targeted support for children falling behind in arithmetic and number skills; LSAs to be trained to deliver across the school. <i>Evidence through monitoring</i> = data analysis, work in books, pupil voice <i>Impact</i> (so what?) = improving standards reflected in test data and progress within books, entry and exit data, gap between focus children and all children diminishing <i>Cost</i> = success@arithmetic £600</p>		
Total budgeted cost					£19,577.67
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All year groups on track to meet targets set against FFT 20	<p>-Staff CPD on assessment to ensure they are all familiar with data and gaps that need addressing</p> <p>-Pupil Progress meetings and Phase Meetings to ensure data analysis is part of T&L and monitoring within each year group</p> <p>-Gap analysis to be completed and focus children identified for intervention.</p> <p>-Accelerated Reader Programme to be embedded across Y2 - Y6 once children have finished the RWI phonics reading scheme; use of MyON (online catalogue of texts) to give children wider access to texts from home.</p> <p>-Reading Eggs to be embedded across Yr-Y1 and for SEND pupils who cannot access AR</p> <p>-Times Table Rockstars to be used from Y1-Y6 to enable quick mental recall of multiplication facts that will support arithmetic skills.</p>	<p>There is a distinct differential between where children are currently performing and FFT20 targets</p> <ul style="list-style-type: none"> - See predictions analysis 	<p>CPD Assessment Staff training to ensure they are aware of FFT data, predictions and targets <i>Evidence through monitoring</i> = learning walks, data analysis, pupil voice, book look <i>Impact</i> (so what?) = improving standards, consistency in the quality of T&L across the school, improved pupil motivation <i>Cost</i> = £1000</p> <p>Outcomes Use of software to address identified gaps and accelerate progress <i>Evidence through monitoring</i> = analysis of AR Star Tests, weekly word count, TTRS analysis, data analysis, pupil voice, parent questionnaire <i>Impact</i> (so what?) = improving standards, numbers of children engaging with AR & TTRS, Y4 multiplication check 2020-21, improved pupil motivation</p>	<p>SLT</p> <p>Phase Leaders</p> <p>Assessment Lead</p> <p>Pastoral Team</p> <p>ICT Technician</p>	6-weekly

	<p>-Intense and time limited before school and after school or holiday tuition for targeted children – this needs to be through high quality teaching and modelling.</p> <p>-Transition support for children returning to school after lockdown through Toast & Talk during T1.</p> <p>-Share catch up strategic plan with all staff to ensure focus and raise awareness.</p> <p>-Concentrate on language skills in EYFS; invest in a reputable language screener such as Language link to baseline and provide individual programmes or consider NELI/Talking Partners</p> <p>-Ability to provide technology for those children self-isolating or who do not have the technology to access home learning opportunities</p> <p>-Weekly analysis of attendance and support / intervention for identified families; link with focus children identified for catch up support</p>		<p><u>Cost</u> = AR / MyON = £3081.33 (2nd year of 3 years deal) TTRS - £511.06 Reading Eggs (3 years upfront) = £2290.68</p> <p>Outcomes Small group (no more than x4 children) run after-school or half term holiday school dependent on staff take up. <u>Evidence through monitoring</u> = data analysis, pupil voice, book look, planning scrutiny shows well planned, learning focused intervention that is aligned with learning taking place inside the classroom <u>Impact</u> (so what?) = improving standards, entry and exit data, gap between focus children and all children diminishing <u>Cost</u> = teacher overtime to run carefully planned groups £20 per hour (150 hours) = £3000</p> <p>Transition support Small groups of children that are struggling with transition back to school to work on a 6-week ELSA programme, Toast & Talk, to ensure they are ready for learning <u>Evidence through monitoring</u> = entry and exit data based around bespoke emotion support, evaluation of ELSA <u>Impact</u> (so what?) = pupil voice, improving standards, improved attendance, improved pupil motivation <u>Cost</u> = Pastoral team to deliver ELSA once a week to x6 groups, x40 minutes LS = £8.98 for 40 mins x 6 = £53.88 per week x 38 weeks = £2047.44 RM = £7.97 for 40 mins x 6 = £47.82 per week x 38 weeks = £1817.16</p> <p>EYFS Language Intervention</p>		
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			<p>Screen all children to find gaps that need addressing and deliver targeted programme to increase language acquisition and narrow gaps <u>Evidence through monitoring</u> = learning walks, data analysis, pupil voice, learning journals scrutiny <u>Impact</u> (so what?) = improving standards across the EYFS strands, entry and exit data, gap between focus children and all children diminishing <u>Cost</u> = Talking Partners = £700</p> <p>Remote Learning Children able to access technology to complete remote learning in case of self-isolation or home learning opportunities <u>Evidence through monitoring</u> = analysis or home learning opportunities, book look, pupil voice, AR analysis, TTRS analysis <u>Impact</u> (so what?) = pupil voice, improving standards, increase in numbers of children accessing remote/home learning, improved pupil motivation <u>Cost</u> = x20 ChromeBooks £170 (£3400) Carry case £6.50 each (£130) LNC Charging Unit (30 baskets) £1,000.00 Rental of AV1 robots £25 per week x 10 weeks = £250</p> <p>Maths Intervention Targeted support for children falling behind in arithmetic and number skills; LSAs to be trained to deliver across the school. <u>Evidence through monitoring</u> = data analysis, work in books, pupil voice <u>Impact</u> (so what?) = improving standards reflected in test data and progress within books, entry</p>		
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			and exit data, gap between focus children and all children diminishing <u>Cost</u> = success@arithmetic £600		
Total budgeted cost					£19,827.67
Total cost of spending across the plan:					
AFL resources					£ 4,000
myON/AR					£ 3,081.33
TTRS/Numbots (3 years upfront)					£ 511.06
Catch up tuition @ £20 per hour x 150 hours (spent on CGP workbooks for lockdown v3)					£ 3,000
Pastoral support					£ 3,864.60
Talking Partners					£ 700
Language resources					£ 2,000
Attendance Officer					£ 908.58
Chrome books					£ 3,400
Carry case					£ 130
Charging unit					£ 1,000
Working memory CPD					£ 800
Working memory resources					£ 500
AVI robots £25 per week x 10 weeks					£ 250
Reading Eggs (3 years upfront)					£ 2,290.68
Success@arithmetic					£ 600
Number Sense					£ 139
Total budgeted cost					£20,675.25
Already devolved from school budget (highlighted above)					£ 8,365.57
New spend					£12,309.68