

Catch Up Funding Strategy Statement 2020-21

School	Judith Kerr Primary School	School Strategy Leader	Jo Ryan
No. of Eligible Pupils¹	333	Total Allocation²	£ 26,640

1 Teaching

Training and support to prepare teachers for the new school year in light of implementing a recovery curriculum

Professional Development Opportunities and resourcing to support the implementation of recovery curriculum

Additional support for early career teachers

Assessing and Monitoring Pupil Progress- base lining report

Transition resources and staffing support

Adaptation of timetables and teaching to ensure that there is time to teach recovery curriculum and ability to change where required



2 Targeted academic support

One to one and small group tuition – from January

Small group and additional guided groups

Extended time in school across the school day

3 Wider strategies

Family and pastoral support – ELSA support

Accessing technology and resources at home during prolonged isolations

Emotional support during lockdowns given to families through phone calls and Google meets

¹ Eligible Pupils include Year Reception – Year 11

² Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances and should prioritise support for pupils according to their need.

1. Teaching

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured
A	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up. Extra Phonics teaching time	Baseline assessments	Extra TA support for additional group teaching	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills
B	All Pupils	Adapted and refocused curriculum	Baseline assessments and knowledge of increased and prolonged disruption to schooling Each class will have a list of key children	High quality INSET and CPD aimed at supporting the recovery curriculum Additional support for teachers with identified cohort weaknesses	Prolonged time away from normal teaching routines New teachers to the school Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready	That identified pupils make accelerated progress
C	Children moving from Yr. R to Year 1	A place based curriculum still required for the first half term to help pupils transition into year 1 s after lost learning time and for pupils who were already entering at an extremely low starting point	Baseline assessment End of year assessments Gap analysis of the foundation stage curriculum School available resources stock take	A continuum of reception created for first half term with more formal learning being merged in for a strong transition.	It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.	For teacher to have the resources available to continue a play-based approach to learning to allow pupils to go through the appropriate stages of child development.
D	Year 1-6	To ensure all teachers have a clear understanding of the	Gaps Analysis	SL to analyse baselining and ensure	Teachers need to be fully equipped to ensure QFT in every classroom	All teachers have a clear understanding of the curriculum gaps they need to teach

		curriculum gaps that need covering in the current year of teaching from previous years objectives		<p>that the appropriate provision is put in place</p> <p>All staff to receive 1 day of training</p> <p>Curriculum CPD with teachers who request it</p> <p>Children to receive additional guided teaching where possible</p>		
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2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action/ approach	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured
A	Year 2 who were not on track to pass phonics screening in year 1	<p>Additional phonics teaching and catch up in Years 2 and 3</p> <p>Extra Phonics teaching time</p>	Baseline assessments	Small group tuition	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills
B	Pupils in all year groups with social emotional needs brought about by lack of routine	<p>Small group support and informal counselling support</p> <p>Additional PSHE sessions based on curriculum and emotional literacy needs</p>	By class teachers and SLT	Small group intervention by family support worker or specialist support consultants	<p>EEF- Small group tuition effective approach</p> <p>To ensure pupils are confident and mental ready to learn with strong learning behaviours</p>	Pupils are able to quickly adapt back into routines and access full learning opportunities.
F	Pupils in Year 5 and 6 who are not accessing national curriculum outcomes to receive additional support	Children who are behind or slow to progress	Tutors and TAs	<p>Focused homework club</p> <p>Additional guided groups</p> <p>1:1 support during lessons</p>	Small group tuition either in class or addition to	

3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action/ approach	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured
A	Families who struggle to access remote leaning Teachers to gage which families can access devices	Teachers to identify children with need	Through phone calls to parents	To create paper packs for these children Teachers to call regularly to ensure children are engaged with remote learning	To ensure all children access remote learning Where possible these children will be invited into school	That children will access remote learning
B	To help those children who have struggled to transition back to school	Emotional and social support groups	Through conversations with teachers and parents	To roll out and expand the ELSA provision	To ensure all identified children have the tools to deal with issues of isolations	That the children can cope better with issues linked to isolation and returning to school