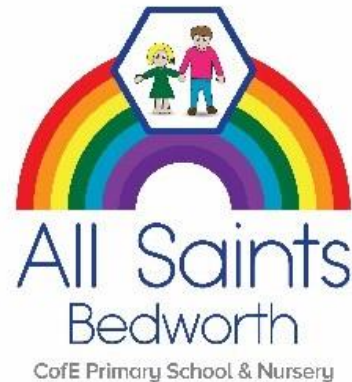


All Saints Bedworth C of E Primary



Catch Up Strategy

2020/21

Summary Information					
Academic Year	2020/21	Total Catch Up budget	£16000	Total Number of Pupils	187

15		Baseline Attainment and Targets ARE											
		Reading				Writing				Maths			
		Oct	Target	Feb	Sum	Oct	Target	Feb	Sum	Oct	Target	Feb	Sum
A	Reception GLD	15	70			15	74			15	74		
B	Year 1 ARE	36	57			25	50			46	71		
C	Year 1 GD	0	7			0	0			0	11		
D	Year 2 ARE	58	81			54	77			65	81		
E	Year 2 GD	0	8			0	7			0	8		
F	Year 3 ARE	58	62			38	58			58	65		
G	Year 3 GD	13	12			4	8			8	12		
H	Year 4 ARE	58	77			46	65			65	77		
I	Year 4 GD	15	19			8	11			8	15		
J	Year 5 ARE	60	70			43	57			43	70		
K	Year 5 GD	30	37			0	7			7	17		
L	Year 6 ARE	55	70			47	52			60	67		
M	Year 6 GD	15	19			0	12			20	20		

Planned Expenditure for 2019/20		
Area of spend	Focus(Which barrier/s are being targeted)	Total allocation
Tier 1 Teaching		
Effective diagnostic assessment		
Purchase of PIRA and PUMA assessments to support standardisation of assessments	B-M	£1500
High quality teaching for all / Focus on professional development		
Alan Peat Training for all staff	B-M	£300
Release time for teaching staff to attend Maths SKE sessions (6 x staff x 6 sessions x 1hr)	B-M	£200
Release time for Maths subject leader + colleague to undertake monitoring / planning support / develop CPD for staff linked to QFT (1xPM per fortnight pay the difference)	A-M	£100
Release time for English subject leader + colleague to undertake monitoring / planning support / develop CPD for staff linked to QFT (1xPM per fortnight pay the difference)	A-M	£100
Purchase of and training for Early Talk Boost program	A	£133
Supporting remote learning		
Purchase of White Rose Premium subscription to improve quality of home learning / support lessons	B-M	£100
Tier 2 Targeted academic support		
High quality 1:1 and small group tuition / Academic tutoring		
1.5 x Academic Mentors (Teach First) to work with identified pupils in classrooms AM and on Key Skills interventions PM (Focus on Y3&Y4 and Y1&Y2)	B-I	£4500
Nuffield Early Language Intervention – 20x4hrs TA2 time for delivery of program ; 3x10hrs TA2 time for staff training	A	£990 £380
1:1 Maths Tutoring for 8 identified disadvantaged KS2 pupils (Third Space Learning)	F-M	£2200
Teaching Assistants and targeted support		
Targeted reading, writing and maths interventions across Y5 & Y6 (1xTA 10hrs per week for 2 terms)	F-M	£3300
Targeted phonics and maths interventions for Y1 & Y2 pupils (1xTA 10hrs per week for 2 terms)	B-E	£3300
Tier 3 Wider Strategies		
Supporting pupil's social, emotional and behavioural needs		
Staff training from Ed Psych around 'Zones of regulation' plus purchase of curriculum resources	A-M	£650

Purchase of CGP GPS books for KS2 pupils	F-M	£377.10
Total Spend		£18130.10

Tier 1 Teaching

Area of spend	Implementation / Intended impact
Purchase of PIRA and PUMA assessments to support standardisation of assessments	Tests to be used 3x per year to support teacher assessment judgements via identification of reading and maths ages. Results used to inform teacher assessment judgements to aid identification of pupils who are not meeting potential / have fallen behind, and to help plan interventions and identify next steps for teaching
Alan Peat Training for all staff	Whole school approach to support the development of writing. Subject leader to develop writing toolkits linked to writing genres, that build in the Alan Peat sentence types – Spring 2020 Class teachers to feed into English unit plans (e.g. inclusion of agreed sentence types in WAGOLs)
Release time for teaching staff to attend Maths SKE sessions (6 x staff x 6 sessions x 1hr)	Enhancement of maths subject knowledge for all class teachers, linked to topics they will be teaching next. Linked closely to the Maths No Problem scheme. Focus on staff developing mathematical vocabulary and using appropriate representations and manipulatives
Release time for Maths subject leader + colleague to undertake monitoring / planning support / develop CPD for staff linked to QFT (1xPM per fortnight pay the difference)	Maths subject leader to undertake bespoke CPD and monitoring with staff, linked to their own needs and the aims of the SDP. Focus on impact of 'catch-up' and implementation of the recovery curriculum. Mentoring type approach with staff will support wellbeing.
Release time for English subject leader + colleague to undertake monitoring / planning support / develop CPD for staff linked to QFT (1xPM per fortnight pay the difference)	English subject leader to undertake bespoke CPD and monitoring with staff, linked to their own needs and the aims of the SDP. Focus on impact of 'catch-up' and implementation of the recovery curriculum. Mentoring type approach with staff will support wellbeing.
Purchase of and training for Early Talk Boost program	Training will be delivered Aut 1. Sessions will be delivered with pupils by trained staff, and progress to be carefully monitored by class teachers and EY Leader

Purchase of White Rose Premium subscription to improve quality of home learning / support lessons	To support remote learning – teacher to use these resources within the planned 2-week timetables for isolating classes. Provides pupils with access to high quality maths teaching that links with mastery approach To support intervention – lesson videos can be used to support interventions for SEN / WT pupils
Tier 2 Targeted academic support	
Area of spend	Implementation / Intended impact
1.5 x Academic Mentors (Teach First) to work with identified pupils in classrooms AM and on Key Skills interventions PM (Focus on Y3&Y4 and Y1&Y2)	1 x Academic Mentor working across Y3 and Y4 0.5 Academic Mentor working across Y1 and Y2 Mentors will support identified pupils in classrooms during morning sessions, linked to those pupils' individual targets and to raise expectations for these pupils. Disadvantaged pupils will be prioritised. Mentors will work with individuals and groups during afternoon sessions to complete targeted work = using school agree intervention structures and other resources as directed by class teachers
Nuffield Early Language Intervention – 20x4hrs TA2 time for delivery of program ; 3x10hrs TA2 time for staff training	Spring 2020 – NELI training for early years staff Sessions will be delivered with pupils by trained staff, and progress to be carefully monitored by class teachers and EY Leader
1:1 Maths Tutoring for 8 identified disadvantaged KS2 pupils (Third Space Learning)	Pupils identified to start program in Jan 2021. Sessions to take place after school 3pm-4pm TA will support pupils during the sessions
Targeted reading, writing and maths interventions across Y5 & Y6 (1xTA 10hrs per week for 2 terms)	This 'catch-up' TA will be used during afternoon sessions to deliver maths, reading and writing interventions across Y5 and Y6 – aimed at pupils working towards the expected standard / pupils who have potential to make better progress TAs will use the school agreed interventions structures to help plan these interventions – maths intervention will be linked directly to the Ready to Progress Criteria Class teachers will closely monitor and support the impact of these interventions
Targeted phonics/reading, writing and maths interventions for Y1 & Y2 pupils (1xTA 10hrs per week for 2 terms)	This 'catch-up' TA will be used during afternoon sessions to deliver maths, reading and writing interventions across Y1 and Y1 – aimed at pupils working towards the expected standard / pupils who have potential to make better progress TAs will use the school agreed interventions structures to help plan these interventions – maths intervention will be linked directly to the Ready to Progress Criteria Class teachers will closely monitor and support the impact of these interventions

Tier 3 Wider Strategies

Area of spend	Implementation / Intended impact
Staff training from Ed Psych around 'Zones of regulation' plus purchase of curriculum resources	The Zones of Regulation curriculum will provide a whole school focus around mental health and wellbeing. Pupils will develop better skills at being able to articulate and regulate their feelings, results in improved wellbeing. The training will give staff more strategies for supporting pupil's mental health and enhance discussion around feelings.
Purchase of CGP GPS books for KS2 pupils	CGP books will be used for homework – pupils will be given the previous year groups book in order to provide consolidation of key skills