

# Berwick St Mary's CE First School

## Catch-Up Funding Strategy Statement 2020-21

<b>School</b>	Berwick St Mary's CE First School	<b>School Strategy Leader</b>	Gary Hilton
<b>No. of Eligible Pupils<sup>1</sup></b>	87	<b>Total Allocation<sup>2</sup></b>	£6,960

### 1 Teaching

Training and support to prepare teachers for the New Academic Year

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

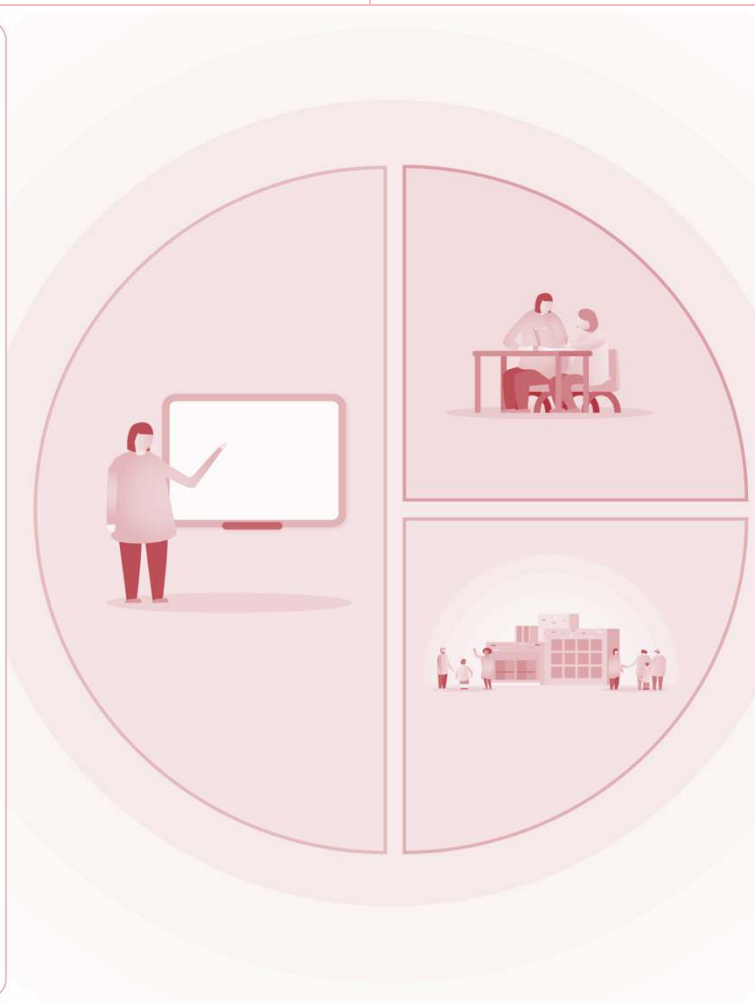
Ensuring teachers have training and support to adjust to structural and organisational changes.

Additional support for early career teachers

Developing pupil assessment

Assessing and monitoring pupil progress.

Transition resources and staffing support



### 2 Targeted academic support

One to one and small group tuition

Small group and additional intervention work

Extended time in school

Physical development

### 3 Wider strategies

Family and pastoral support

Supporting parents and carers wellbeing

Accessing technology and resources at home during prolonged isolations

<sup>1</sup> Eligible Pupils include Year Reception – Year 4

<sup>2</sup> 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 4.

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	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
<b>A</b>	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  Time for the English Lead to support training and delivery.  Access to English Hub CPD.  Professional collaboration – coaching and mentoring	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.	£ 800	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	TB/ MA
<b>B</b>	All Pupils	Quality first teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling in a disadvantaged area	High quality CPD aimed at supporting the recovery curriculum, (see CPD log)  Refer teacher to the EEF teacher toolkit  Refresher of talk for writing training, and phonic	Prolonged time away from normal teaching routines  Teachers redeployed around the school  Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready	£ 400	Strong QFT to ensure pupils have the best chance of making up for time missed	GH

				<p>interventions.</p> <p>Maths and English lead allowed time to complete Curriculum CPD with teachers who request it – Support covered by additional teacher capacity that we have taken on</p>				
<b>C</b>	Children moving from Yr. R to Year 1	To collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 s after lost learning time and for high percentage of children who were working below age ARE.	<p>Baseline assessment End of year assessments</p> <p>Professional dialogue around transition needs.</p> <p>Gap analysis of the foundation stage curriculum</p> <p>First half term in EY to assess needs</p>	<p>A continuum of reception created for first half term with more formal learning being merged in for a strong transition.</p> <p>Money to be spent on resources and intervention-(Extra claims of TA time)</p>	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.	£600	<p>For teacher to have the resources available to continue a play based approach to learning.</p> <p>Children will have reduced levels of anxiety around the key stage transition.</p> <p>Children will feel comforted by the familiar approach to learning.</p>	TB/MA
<b>D</b>	Nursery and Reception Pupils	Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready	<p>Baselines and general visual assessments</p> <p>Parent voice</p>	<p>Additional TA to support small group transition for those pupils at early stages of schooling.</p> <p>Small Classes for class teaching to overcome lack of</p>	<p>(EEF- Guidance)</p> <p>Smaller numbers in each class to allow more capacity to support learners needs.</p> <p>Smaller classes ensure that a talk a lot approach</p>	£ 800	<p>Children are well supported to be school ready and catch up on vital stages of early childhood development.</p> <p>Children's language gap will close.</p> <p>Children readiness for</p>	TB

				transition time etc.	can further enhance and develop progress from individual starting points.		mainstream school will improve.  Children's fine motor development will improve.	
<b>E</b>	Year 1-4	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	Gaps Analysis using Target Tracker  Professional dialogue	English and Maths Lead given time to analyse curriculums  Allocation of Staff CPD time for 1:1 sessions and Key Stages  Maths and English lead given time to complete 1:1 Curriculum CPD with identified teachers.	(EEF- Support for teachers)  Teachers need to be fully equipped to ensure QFT in every classroom	£100	All teachers have a clear understanding of the curriculum gaps they need to teach.  Teachers will have increased levels of confidence in meeting the needs of their children.  Teachers will improve their coaching and mentoring skills.	GH
<b>F</b>	All Pupils	To ensure that all children make expected or more progress in all curriculum subjects.	Baseline assessments by Autumn 1 half term  Assessment tracking analysis  Flexible assessment for learning	All Teachers will have additional time and support to monitor their specific subject provided by the additional teaching capacity employed by the school  Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis.  Teachers will have	Teachers will have the opportunity to improve subject knowledge.  Improved teacher knowledge the whole school Spiralling curriculum showing an deeper understanding of progress.  Strategic leadership of the subject able to adjust to the impact of covid closure, therefore speed recovery	£650	Teacher will have greater subject knowledge across all key stages.  Teachers to have a deeper understanding of the expectations of progressive skills.  Children will experience the restorative curriculum  Deeper understanding of a spiralling curriculum.	GH

				the opportunity to complete subject action plans alongside CPD opportunities				
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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	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
<b>A</b>	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up.  Target Extra Phonics teaching time	Baseline assessments	Small group tuition	(EEF- Small group tuition) effective approach Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	£560	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	MA
<b>B</b>	Lower and Middle attaining pupils in Year 3/4	Additional phonics teaching and catch up.  Extra Phonics teaching time	Baseline assessments	Small group tuition	(EEF- Small group tuition effective approach)  Pupils have gaps and Year 3 unable to complete National standards assessments. Gaps in learning from KS1 to KS2	£ 400	Year 3/4 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	PM/AP
<b>C</b>	Yr. 3/ 4 Pupils not on track to be age related at the end of Year 4	Extra teaching and learning opportunities	Last year's assessments KS1 Data Baseline and informal assessment Practice age expected questions	Small Group Tuition	EEF- Small group tuition effective approach  Pupils must be middle School ready and to ensure they have additional catch up learning to prepare them for middle school	£320	Year 3/4 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M	PM/AP
<b>E</b>	Y3/4 Pupils in Maths not on	Extra teaching though	Baseline assessment	Extended day provision to	EEF- Small group tuition effective approach	£350		PM/AP

	track to meet ARE.	extending the school day. (15 mins catch-up or confirmation)	analysis alongside pre pandemic assessment outcomes.  CPD with Maths hub for TA's  Professional dialogue.	supplement in school activities Small group targeted intervention.	Pupils must be secondary ready and to ensure they have additional catch up learning to prepare them for Middle School school EEF- Small group tuition effective approach			
<b>F</b>	Pupils in all year groups with social emotional needs brought about by lack of routine	Small group support and informal counselling support through inclusive practice	By class teachers, teaching assistants, SENDCO and SLT	Small group/ 1:1 intervention by staff for targeted identified needs.	EEF- Small group tuition effective approach  To ensure pupils are confident and mental ready to learn with strong learning behaviours	£500	Pupils are able to quickly adapt back into routines and access full learning opportunities.  Pupils have greater resilience skills and strategies	GH
<b>G</b>	Pupils in all year groups will develop their physical wellbeing.	Improve physical wellbeing of all pupils.  Increased physical activities through extended daily provision.	Class teachers and SLT.	Extended daily provision to supplement in school activities.  Outdoor learning to provide enhanced opportunities for all groups.		£300	Pupils are able to quickly adapt back into routines and access full learning opportunities.	GH
<b>H</b>	EYFS and Ks1 pupils have returned to school with a significant communication barrier.	Additional support to improve expressive and receptive language skills.	EYFS lead, baseline data and class teachers.	Using Talk Boost intervention 1:1 and small group. Using fully trained Eiklan teacher and TA to deliver 1-1 and small group intervention.  School part of EEF – NELI project for early language acquisition.	EEF - supporting Early Language skills.  NELI research project to begin in Spring 2021	£330	Pupils will close the language gap.  Pupils will have improved understanding of reasons, means and opportunities to communicate.  Pupils will have increased levels of confidence and self-esteem.	TB/MA

### 3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
<b>A</b>	Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through pupil voice, pupil concerns (CPOMS) and SLT	Individual intervention support from NCC and other agencies	High proportion of parents and carers reporting to have Anxiety issues. (1:1/ Group support- EEF)	£250	Additional support available to break down anxiety and ensure pupil attendance	GH
<b>B</b>	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	SLT through conversations and ongoing support	Continue to provide parents with food and uniform from the school and local services – Food Bank/ EY Food Project with Morrisons  Changes in uniform code – shoes/outdoor clothing.	(DFE guidance/ Schools experiences and prior work and pupil premium research)Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning	£200	Pupils are ready to learn, concentration is increased and pupils have good self esteem	GH
<b>C</b>	Disadvantaged Pupils who don't have stationary and resources etc. for completing work from home if forced to self-isolate	Deprivation and financial difficulty	SLT through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating  Change to use of IT resources identified by parents as accessible.	(DFE guidance/ Schools experiences and prior work and pupil premium research)  29% of pupils at the school are PP. Families don't have equipment and rarely access to the internet for sustained periods of time. These lack of resources would make it impossible for continued learning to take place.	£300	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	GH
<b>D</b>	Pupils and parents suffering with	Mental health and anxiety support	SLT through conversations	Some staff trained in counselling and	(1:1 support- EEF)Some individual cases of parents	£100	Additional support available to break down anxiety and	GH

mental health problems and anxiety on returning to school and suffering bereavement		and ongoing support	able to signpost to appropriate services.	and carers reporting to have Anxiety issues.		ensure pupil attendance	
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