

## Catch-up plan

<b>School name:</b>	<b>Stephenson Memorial Primary School</b>					
<b>Academic year:</b>	<b>2020 - 2021</b>					
<b>Total number of pupils on roll:</b>	<b>366</b>					
<b>Total catch-up budget:</b>	<b>£25,600</b>					
<b>Date of review:</b>	<b>February 2021</b>					

## Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To secure high quality phonics resources and training for Early Years and Key Stage 1	To ensure that staff are trained well in a consistent phonics approach and that the school has resources to complement this (to add additional training to a DfE phonics bid)	To raise the standards of early reading and close the gaps that have appeared due to lockdown.	<b>£4300</b>	J Glazzard	DfE funding has already been secured, this will allow for additional training to be secured to enable all staff to have high quality phonics training
To invest in a reading tool (reading plus) that gives diagnostic assessments and tools for teaching reading across KS2	To raise the profile of reading across KS2, in a way that can be encouraged to continue at home. To have robust data around reading assessments, so teachers are clear on how to target children's gaps in knowledge in reading	To raise standards of reading across the school, which in turn will expose children to more reading opportunities, therefore impacting on writing also.	<b>£8000</b>	L Taylor	Reading plus has been secured for 3 years using this funding. We wanted to make sure that we had a system that will bring longer lasting gains to the school. Coupled with the phonics, this now gives us a good level of support for reading throughout the school.
<b>Total spend:</b>			<b>£ £12,300</b>		

## Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To increase capacity of intervention and 1-1 support in year 3	School has identified gaps in children's learning that need addressing in reading, writing and maths. By increasing targeted support on a full time basis, this can be addressed and acted upon swiftly.	Increased opportunities for 1-1 support as well as small group work, which in turn should enable accelerated progress.	<b>£4155</b>	<b>K Murray</b>	This will enable a complex cohort of children to have high levels of support in class, a team of staff working alongside the teacher in order to target support in a timely manner
To increase capacity of intervention and 1-1 support in year 6	Year 6 have a shorter amount of time to catch up, so by increasing adult support and capacity here, will enable teachers to teach smaller groups of children in a more targeted way	Increased opportunities for smaller teaching groups in order to prepare for SAT's and as a result increase attainment.	<b>£7750</b>	<b>C Sowa</b>	Normally, tutoring and year 6 interventions doesn't happen until Spring Term, this allows us to be able to address this quicker this academic year.
To increase capacity of intervention and 1-1 support in year 2	Year 2, again have a shorter amount of time to catch up for SAT's and this is a particular heavy SEND cohort. Increasing support to full time, will enable small group teaching to occur everyday	Increased opportunities for smaller teaching groups in order to prepare for SAT's and as a result increase attainment	<b>£1352</b>	<b>J Glazzard</b>	This will enable this year group to have full time targeted support as well as support for the phonics check in year 2. High quality targeted teaching can be planned for effectively.
<b>Total spend:</b>			<b>£13,257</b>		

## Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchase of CGP SAT's revision books for year 6 (Maths and Grammar)	Books to be purchased to allow support for learning at home on a weekly basis, as well as bubble closure or self isolation. This allows for a smooth transition of learning between home and school.	Learning can continue at the expected standard required for year 6 and parents will feel supported to deliver this at home if this is needed.	£ 500	C Sowa	We already have a successful home learning system, this will complement that and enable work to continue at home also.
<b>Total spend:</b>			<b>£ 500</b>		

## Summary report

### What is the overall impact of spending?

We feel that this catch up funding has covered all areas of concern that the covid 19 pandemic has raised and a good balance between whole school strategies and targeted support has been achieved. Reading is the bedrock of learning, and our strategies to implement good practice through the whole school, will allow for raised attainment levels. The targeted support in year 2,3, and 6 will also allow us to plug gaps in learning and accelerate groups of children's progress, in order for them to achieve their full potential.

### How will changes be communicated to parents and stakeholders?

This report will be displayed on the schools website. It will be reported to Governors through Governing Body Meetings and reviewed by the Quality Committee. Parents will be made aware of whole school strategies, and will learn about their child's achievement through parent consultations.

**Final spend: £26,057**