

'Catch-Up' Strategy for 2020-21

Summary information 'Catch up' Grant					
Academy	Bishop Bronescombe C of E School				
Academic Year	2020-21	Total Catch up budget (estimated)	£24,160	Number of pupils	302

SECTION ONE: Initial Evaluations and Summary	
Initial Evaluation Tools used	NFER Reading and Maths assessments RWI assessments YR baseline assessment Boxall profiles Teacher assessments of writing Pupil wellbeing survey Teacher observations Attendance analysis
Identified Barriers <i>(summary of the main findings of your initial evaluation)</i>	
Maths	There are gaps in learning across the maths curriculum, in all year groups.
Reading	Pupils have fallen behind in reading. They are less fluent; stamina has decreased and their ability to infer meaning is less strong.
Phonics	Some pupils have fallen behind in their phonic knowledge; some have forgotten sounds whilst others are less proficient at blending and are therefore less fluent readers.
SEMH	Some pupils have been impacted by trauma or the lockdown experience; they are showing a lack of resilience, increased anxiety and some challenging behaviour
Attendance	Although overall attendance is almost in line with last year, a significant number of children classed as persistent absentees are from disadvantaged families.

SECTION TWO: Teaching and Whole School Strategies (e.g. professional development, supporting early career teachers, assessment, effective remote learning)																																																
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Difficulty in assessing gaps in learning / reliable baseline assessment needed to identify gaps and children in need of catch-up	Purchase of NFER reading and maths tests to baseline assess and track through year / measure impact	£1047.32 x 3 terms £3141.96 total	N/A																																													
<p>NFER Reading tests identified 35 children in y2-6 had dropped from meeting expectations to working towards or below.</p> <p>Disadvantaged pupils are not attaining as well as non-disadvantaged.</p> <p>SEND pupils are not attaining as well.</p>	<p>Use of NFER test analysis to inform planning to address gaps enabling Quality First teaching in class and intervention groups.</p> <p>Purchase and implementation of Accelerated Reader</p> <p>Purchase of 3 x iPads per KS2 class to enable children to access quizzes / e-books regularly</p>	<p>AR Year 1 purchase costs - £2761.56</p> <p>£5250.96</p>	<p>Baseline:</p> <table border="1"> <thead> <tr> <th>All Pupils</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49%</td> <td>29%</td> <td>16%</td> </tr> <tr> <th>Pupil Premium</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Reading</td> <td>40%</td> <td>17%</td> <td>9%</td> </tr> <tr> <th>SEND</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> <tr> <td>Reading</td> <td>27%</td> <td>7%</td> <td>27%</td> </tr> </tbody> </table>	All Pupils	Exp	SExp	JExc	Reading	49%	29%	16%	Pupil Premium	Exp	SExp	JExc	Reading	40%	17%	9%	SEND	Exp	SExp	JExc	Reading	27%	7%	27%																					
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<p>Pupils, particularly disadvantaged pupils, are language poor (ongoing teacher assessment)</p>	<p>CPD for teachers (targetting early career teachers in KS2)/ support with planning to address gaps from specialist ex-Primary Consultant (1 hour per week x 25 weeks)</p> <p>Resource books</p>	£1000	<table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>All</td> <td>48%</td> <td>30%</td> <td>9%</td> </tr> <tr> <td></td> <td>PP</td> <td>25%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>All</td> <td>50%</td> <td>28%</td> <td>25%</td> </tr> <tr> <td></td> <td>PP</td> <td>33%</td> <td>22%</td> <td>22%</td> </tr> <tr> <td>Y4</td> <td>All</td> <td>60%</td> <td>40%</td> <td>18%</td> </tr> <tr> <td></td> <td>PP</td> <td>50%</td> <td>29%</td> <td>7%</td> </tr> <tr> <td>Y5</td> <td>All</td> <td>61%</td> <td>41%</td> <td>18%</td> </tr> <tr> <td></td> <td>PP</td> <td>33%</td> <td>8%</td> <td>8%</td> </tr> </tbody> </table>	Reading		JExp	SExp	JExc	Y2	All	48%	30%	9%		PP	25%	0%	0%	Y3	All	50%	28%	25%		PP	33%	22%	22%	Y4	All	60%	40%	18%		PP	50%	29%	7%	Y5	All	61%	41%	18%		PP	33%	8%	8%
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Further development of mastery approach needed in maths, as well as wider curriculum	CPD for teachers: Maths hub support – 1 x KS1 teacher / 1 x Ks2 teacher	Funded	<table border="1"> <tr> <td>All Pupils</td> <td>Exp</td> <td>SExp</td> <td>JExc</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>28%</td> <td>12%</td> <td></td> <td></td> </tr> <tr> <td>Pupil Premium</td> <td>Exp</td> <td>SExp</td> <td>JExc</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td>39%</td> <td>20%</td> <td>9%</td> <td></td> <td></td> </tr> </table>				All Pupils	Exp	SExp	JExc			Maths	50%	28%	12%			Pupil Premium	Exp	SExp	JExc			Maths	39%	20%	9%		
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Enquiry-led teaching and coaching programme, including: Webinars for teachers and TAs PTI hub CPD Resource books Supply / cover costs	£1000																													
Maths Mastery CPD for TAs Cover costs	£200																													

SECTION THREE: Targeted Support (structured interventions, small group tuition, one-one support, effective deployment of TAs, reading interventions)																																																																														
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NFER Reading tests and RWI assessments have identified 35 children in y2-5 who have dropped from meeting expectations to working towards or below. Disadvantaged pupils are not attaining as well as non-disadvantaged. SEND pupils are not attaining as well.	TA-led intervention – LKS2 and y5 Target children for QFT in class TA-led phonics intervention for lowest 20% (those that did not meet phonics threshold in y1 / did not complete at end of y2 due to lockdown)	N/A – run by class TAs and teachers	Baseline: <table border="1"> <thead> <tr> <th colspan="2">All Pupils</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td colspan="2">Reading</td> <td>49%</td> <td>29%</td> <td>16%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Pupil Premium</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td colspan="2">Reading</td> <td>40%</td> <td>17%</td> <td>9%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">SEND</th> <th>Exp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td colspan="2">Reading</td> <td>27%</td> <td>7%</td> <td>27%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>All</td> <td>48%</td> <td>30%</td> <td>9%</td> </tr> <tr> <td></td> <td>PP</td> <td>25%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>All</td> <td>50%</td> <td>28%</td> <td>25%</td> </tr> <tr> <td></td> <td>PP</td> <td>33%</td> <td>22%</td> <td>22%</td> </tr> <tr> <td>Y4</td> <td>All</td> <td>60%</td> <td>40%</td> <td>18%</td> </tr> <tr> <td></td> <td>PP</td> <td>50%</td> <td>29%</td> <td>7%</td> </tr> <tr> <td>Y5</td> <td>All</td> <td>61%</td> <td>41%</td> <td>18%</td> </tr> <tr> <td></td> <td>PP</td> <td>33%</td> <td>8%</td> <td>8%</td> </tr> </tbody> </table>	All Pupils		Exp	SExp	JExc	Reading		49%	29%	16%	Pupil Premium		Exp	SExp	JExc	Reading		40%	17%	9%	SEND		Exp	SExp	JExc	Reading		27%	7%	27%	Reading		JExp	SExp	JExc	Y2	All	48%	30%	9%		PP	25%	0%	0%	Y3	All	50%	28%	25%		PP	33%	22%	22%	Y4	All	60%	40%	18%		PP	50%	29%	7%	Y5	All	61%	41%	18%		PP	33%	8%	8%
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<p>RWI phonics assessments identified 16/44 pupils (36%) in Y2 and 5/41 pupils (12%) in Y1 had dropped from meeting expectations to working towards or below and therefore needing further phonics catch-up</p> <p>5 Y3 pupils did not meet phonics screening in Y1 and did not access intervention/ complete screening in Y2 due to lockdown. 1 Y3 pupil achieved borderline result and has dropped below expectations.</p>	<p>Y2 – 1:1 and small group phonics intervention (RWI and whole word bespoke planning)</p> <p>Y1 – pinny time intervention daily – class teacher and TA led Some 1:1 / small group intervention by specialist HLTA</p> <p>Y3 – daily phonics / reading / fluency intervention – class TA led</p>	<p>Specialist Intervention HLTA: Class TA time £3800</p>	<p>See above and:</p> <p>Year 1– Number of pupils – 41</p> <table border="1" data-bbox="1576 300 2154 424"> <tr> <th>Working below</th> <th>Working within ARE</th> <th>Working within ARE or above</th> </tr> <tr> <td>18/41 (44%)</td> <td>14/41 (34%)</td> <td>23 (56%)</td> </tr> </table> <p>Year 2– Number of pupils – 44</p> <table border="1" data-bbox="1576 523 2154 647"> <tr> <th>Working below</th> <th>Working within ARE</th> <th>Working within ARE or above</th> </tr> <tr> <td>28/44 (64%)</td> <td>4/44 (9%)</td> <td>16/44 (36%)</td> </tr> </table> <p>Year 3– Number of pupils – 40</p> <table border="1" data-bbox="1576 715 2154 893"> <tr> <th>Working below</th> <th>Working towards</th> <th>Working within ARE</th> <th>Working within ARE or above</th> </tr> <tr> <td>7/40 – 17.5%</td> <td>13/40 – 32.5%</td> <td>10/40 – 25%</td> <td>20/40 – 50%</td> </tr> </table>	Working below	Working within ARE	Working within ARE or above	18/41 (44%)	14/41 (34%)	23 (56%)	Working below	Working within ARE	Working within ARE or above	28/44 (64%)	4/44 (9%)	16/44 (36%)	Working below	Working towards	Working within ARE	Working within ARE or above	7/40 – 17.5%	13/40 – 32.5%	10/40 – 25%	20/40 – 50%				
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<p>SEND pupils are not attaining as well.</p> <p>A significant number are working below or well below.</p>	<p>TA-led intervention – LKS2 & Y2</p> <p>National Tutoring Programme – 1:3 tuition for disadvantaged pupils working below or well below 2 x groups in each of Y4, Y5, Y6 15 sessions</p>	<p>£1300</p>	<table border="1"> <thead> <tr> <th colspan="2">Maths</th> <th>JExp</th> <th>SExp</th> <th>JExc</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>All</td> <td>76%</td> <td>37%</td> <td>17%</td> </tr> <tr> <td></td> <td>PP</td> <td>78%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Y2</td> <td>All</td> <td>50%</td> <td>25%</td> <td>11%</td> </tr> <tr> <td></td> <td>PP</td> <td>42%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>All</td> <td>63%</td> <td>30%</td> <td>13%</td> </tr> <tr> <td></td> <td>PP</td> <td>33%</td> <td>22%</td> <td>22%</td> </tr> <tr> <td>Y4</td> <td>All</td> <td>56%</td> <td>36%</td> <td>9%</td> </tr> <tr> <td></td> <td>PP</td> <td>36%</td> <td>29%</td> <td>0%</td> </tr> <tr> <td>Y5</td> <td>All</td> <td>61%</td> <td>36%</td> <td>18%</td> </tr> <tr> <td></td> <td>PP</td> <td>25%</td> <td>8%</td> <td>8%</td> </tr> <tr> <td>Y6</td> <td>All</td> <td>67%</td> <td>42%</td> <td>18%</td> </tr> <tr> <td></td> <td>PP</td> <td>54%</td> <td>31%</td> <td>8%</td> </tr> </tbody> </table>	Maths		JExp	SExp	JExc	Y1	All	76%	37%	17%		PP	78%	44%	33%	Y2	All	50%	25%	11%		PP	42%	0%	0%	Y3	All	63%	30%	13%		PP	33%	22%	22%	Y4	All	56%	36%	9%		PP	36%	29%	0%	Y5	All	61%	36%	18%		PP	25%	8%	8%	Y6	All	67%	42%	18%		PP	54%	31%	8%
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<p>EYFS baseline has identified a cohort attaining low in Listening & Attention and Moving & Handling</p>	<p>Whole class focus on learning behaviours.</p> <p>QFT teaching on fine motor skills challenges in provision. 3x per week focussed, teacher-directed activities. Funfit intervention – x5 per week for 5 pupils</p>	<p>N/A – run by class teachers / TAs</p> <p>N/A – run by class TAs</p>	<p>Baseline: 42% ARE- Listening & attention 47% ARE – Moving & handling</p>																																																																	
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RWI and EYFS baseline assessments in YR have identified 26 pupils (60%) working below ARE in Reading	Teacher-led, differentiated phonics groups. Regular pinny-time interventions and phonics games in provision.	N/A – run by class teachers	EYFS Baseline:		
			Below ARE	Working at ARE	Above ARE
			26 - 60%	15 - 35%	2 - 5%
3 YR pupils are working well below and 19 working below in Speaking	TA 1:1 intervention x3 per week following SALT targets	N/A – run by class TAs	Baseline: 3 pupils well below / 18 below		
	‘I Can’ intervention programme (purchase of intervention materials, resources, training). X3 per week, 10 sessions	£550			
Pupils displaying behaviours which indicate anxiety or lack of readiness to learn	Nurture group support – 1 full-time TA in KS1 and 1 full-time TA in YR Working on targets from Boxall profiles	Already funded from Pupil Premium funding	Baseline: 4 x KS1 and 2 x YR pupils assessed as needing nurture and Wild Tribe intervention. Boxall assessments identified areas of need. Review- in Spring to determine impact		
	TIS interventions led by TIS practitioners				
	Education Mental Health Practitioner support – 1:1 interventions / counselling	Free	5 accessing EMHP support in Autumn Term		
	Wild Tribe intervention (5 groups – 1 x week) working on targets from Boxall profiles	50% already budgeted in staff and Pupil Premium budget / 50% already budgeted from Sports Premium budget	Baseline: 29 pupils assessed as needing SEMH intervention. Boxall assessments identified areas of need. Review- in Spring to determine impact		

SECTION FOUR: Wider Strategies (e.g. sustaining parental engagement, social and emotional learning, reinforcing behaviour routines, breakfast clubs)															
What do we want to achieve?	How?	Cost?	Progress/Impact												
<i>Identified evaluation or assessment as a baseline</i>	<i>What will you do to address this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>												
Pupils displaying behaviours which indicate anxiety or lack of readiness to learn	Mental health and resilience CPD Recovery CPD TIS whole school focus on SEMH recovery	Free Free	TIS baseline undertaken Review in Spring												
Persistent absence – 39 pupils (12.91%) have a attendance percentage of >90% and 55 pupils (18.21%) are at >93%	PSA support: – engage and support target disadvantaged families to improve attendance - monthly online coffee mornings to facilitate peer support group	Already allocated from Pupil Premium funding	Baseline: Whole school attendance: 95.72% Pupil Premium attendance: 92.08% <table border="1" data-bbox="1491 671 2152 922"> <thead> <tr> <th></th> <th>Below 96%</th> <th>Below 93%</th> <th>Below 90%</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>25.17% / 76</td> <td>18.21% / 55</td> <td>12.91% / 39</td> </tr> <tr> <td>PP pupils</td> <td>40.79% / 41</td> <td>31.58% / 24</td> <td>23.68% / 18</td> </tr> </tbody> </table>		Below 96%	Below 93%	Below 90%	All pupils	25.17% / 76	18.21% / 55	12.91% / 39	PP pupils	40.79% / 41	31.58% / 24	23.68% / 18
	Below 96%	Below 93%	Below 90%												
All pupils	25.17% / 76	18.21% / 55	12.91% / 39												
PP pupils	40.79% / 41	31.58% / 24	23.68% / 18												
		Total cost													
		£22,806.92													