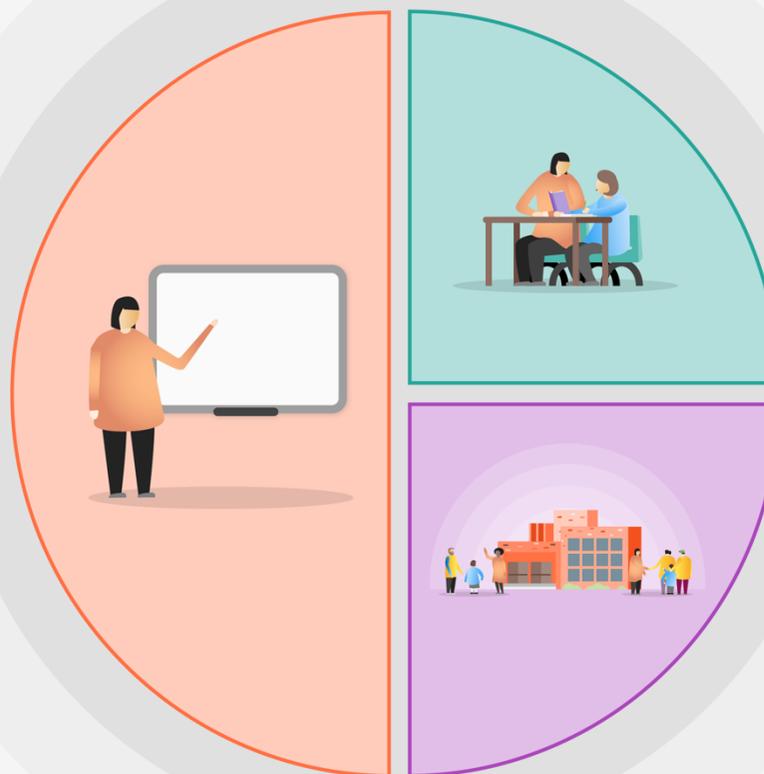


## 1 Teaching

Quality First Teaching for all pupils based on clear baseline assessments and rapid acceleration to ensure children catch up quickly

- Regular CPD for all staff to ensure that they have the knowledge and understanding required
- A broad and balanced curriculum which addresses the needs of all
- Guidance documents outlining clear progression which helps to identify any gaps in learning which can be quickly addressed
- Whole school Literacy focuses which addresses language and vocabulary gaps for all
- Monitoring of impact of any interventions and regular team meetings to track progress
- Use of knowledge organisers and NCETM materials to ensure progression and identification of gaps in place



## 2 Targeted academic support

Targeted group and 1-1 support in school

- Academic mentor to provide group booster sessions throughout the school day
- Additional TA support to work with identified groups on Reading and Maths
- Additional support for Early Language development through the use of screening and targeted group work
- 1-1 Speech and Language support in Early Years
- Catch up Phonics sessions for Year 1 and Year 2
- 

## 3 Wider strategies

Additional strategies to support children and parents

- Attendance tracking and monitoring through close liaison with families
- A programme of SEMH support following wellbeing assessments
- Breakfast club available for working families to enable children to attend
- Support with technical devices to ensure pupils can access both remote learning and additional home school booster materials

# Catch Up Funding Plan

1. Summary information					
School	Widnes Academy				
Academic Year	2020/2021	Total Catch Up budget	£11,840 £4000 - WDT	Date of most recent PP Review	6.7.17
Total number of pupils		Number of pupils eligible for PP			

2. Barriers to future attainment	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Gaps in Phonics knowledge across EYFS and KS1 as a result of school closure. Children did not access the Phonics Screening Check in Year 1 and must retake in Y2
B.	Gaps in Maths basic skills and application of these where they are embedded. Children did not complete Maths No Problem programme for previous year and have therefore missed key teaching
C.	Lack of fluency and comprehension in Reading due to school closure. Impact of poor vocabulary which is impacting on both reading and writing
D.	Poor levels of early language development in EYFS
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Attendance and engagement with remote learning
F.	Emotional vulnerability and well-being of some children
G.	

3. Planned expenditure					
Academic year 2020/2021	£15,840				
The three headings below enable schools to demonstrate how they are using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Cost	When will you review implementation?

Children who are identified as being behind expectations in phonics and reading will catch up	Reading and phonics to be a focus in each classroom Whole class reading in place and vocabulary work takes a high priority in all classes Purchase online reading support package which includes phonics CPD for staff to support quality teaching of reading	Reading interventions targeted at small groups and some 1-1 are identified as being the most effective way to accelerate progress Effective diagnostic assessments are needed to ensure that pupils most in need are targeted		<b>AM/KH/LK</b>  <b>£1069.20</b>  <b>£500</b>	Half termly reviews  Assessment information
Gaps that exist in maths for whole cohorts as well as identified groups are narrowed	Assessments carried out to establish baselines in Maths Timetables completed to allocate children	Reading and Maths interventions targeted at small groups and some 1-1 are identified as being the most effective way to accelerate progress Effective diagnostic assessments are needed to ensure that pupils most in need are targeted	On entry baseline data, monitoring by SLT, structured timetable	AM/KH	
To support children's early language development and enable them to reach ARE	Wellcomm assessments carried out by EYFS staff to establish speech and language needs Wellcomm and Talk Boost session timetabled	EEF information reports the importance of oral language skills. School closure has impacted upon the language skills of our Nursery and Reception pupils.	Tracking system in place as part of Wellcomm. Ongoing assessments of EYFS monitored by Early Years lead	LK  Internal delivery by staff	Wellcomm assessments updated spreadsheet – on entry and exit data

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Cost	When will you review implementation?
To identify gaps in pupils learning and intervene to help them to close the gaps	<b>Employment of an Academic Mentor through the National Tutoring Programme</b> <i>Mentor not available Autumn term – employ teacher to support across school</i>	EEF Teacher toolkit and Improving Literacy documents highlight the effectiveness of small group tuition targeted at the appropriate level	Assessments and record of interventions from Academic Mentor	SLT  £5000 Autumn £4500 Spring/Summer	Half termly review meetings
To enable targeted pupils in Year 2 to reach ARE	Employment of an additional Teacher to focus on targeted children in Year 2	This is a large class and the children have been impacted by school closure. An additional adult well-used is recognised as having impact and accelerating pupils progress.	Baseline assessments have been carried out – end of intervention assessments will show effectiveness of provision	ES  £1500	Impact statement at end of programme

To improve outcomes of early language development	Use of Speech and Language Apps as recommended by Chatty Therapy Communicate oral language programme – Picture News	EEF information reports the importance of oral language skills. School closure has impacted upon the language skills of our Nursery and Reception pupils.	Baseline assessments, tracking of sessions, Speech and Language reports from Chatty Therapy	LK £80 £100	Tracking and assessment data
To accelerate progress in Early Reading and Phonics across KS1	Additional sessions planned into each day Intervention programmes delivered by support staff and external company	Children in Year 2 have gaps in their knowledge due to school closure and must resit the PSC in Autumn Term. Impact of this upon their progress in reading and writing needs to be addressed	Tracking of progress Clear plans and interventions programmes which are monitored	KH/LK Internal delivery by staff	

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/Cost	When will you review implementation?
To ensure that school have identified those children who may need additional support	Learning Mentor completes wellbeing assessments to establish needs of pupils across school Data used to identify needs of pupils and provide bespoke programmes Boxall profiles used to support baseline and strategies	Research into the Recovery Curriculum carried out by Barry Carpenter suggests that children will need support to return to school.	Senco to liaise with Learning Mentor Supervision sessions fortnightly to discuss the effectiveness of support or need to change programme	LB/AM  £380	Ongoing
To improve attendance at school for identified and targeted pupils	Attendance lead to monitor attendance Liaison with EWO Liaison with parents of identified pupils	Evidence highlights the importance of regular attendance and intervention programmes are effective when consistently attended	Attendance data	KH/JN £1250	Ongoing – half termly reports
That children will feel safe and secure and support is available to enable them to recover and engage with learning	Learning mentor allocated time every day to offer bespoke packages to support small groups and children 1-1 Nurture provision Seal Interventions	EEF document 'Improving Social and Emotional Learning' highlights the importance of supporting pupils in this area PHSE curriculum will run alongside group work to support all pupils	Information from ongoing assessments	LB/AM	

#### 4. Review of expenditure

##### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



Autumn								
Spring								
Summer								

**YEAR 2**

GROUP	READING		WRITING		MATHS		COMBINED RWM	
	ON TRACK TO ARE	ON TRACK ABOVE ARE	ON TRACK TO ARE	ON TRACK ABOVE ARE	ON TRACK TO ARE	ON TRACK ABOVE ARE	ON TRACK TO ARE	ON TRACK ABOVE ARE
On Entry								
Autumn								
Spring								
Summer								

**YEAR 1**

GROUP	READING		WRITING		MATHS		COMBINED RWM	
	ON TRACK TO ARE	ON TRACK ABOVE ARE	ON TRACK TO ARE	ON TRACK ABOVE ARE	ON TRACK TO ARE	ON TRACK ABOVE ARE	ON TRACK TO ARE	ON TRACK ABOVE ARE
On entry								
Autumn								
Spring								
Summer								

**YEAR 1 PHONICS:**

Phonics Current Y1	EYFS profile Reading Exp +	Current position Autumn [DEC 2020]	Spring [MAR 2021]	SUMMER 2021
All (no of pupils)				
Disadvantaged ( )				
Non-Disadvantaged ( )				

**RECEPTION**

<b>NUMBER OF PUPILS: PUPIL PREMIUM ELIGIBLE:</b>	<b>% ON TRACK TO EXPECTED</b>	<b>% ON TRACK TO EXCEEDING</b>
	<b>ALL</b>	<b>ALL</b>
<b>GOOD LEVEL OF DEVELOPMENT</b>		
<b>READING</b>		
<b>WRITING</b>		
<b>MATHEMATICS (NUMBER)</b>		

**ANY OTHER CONTEXTUAL ISSUES**

Year 1 pupils will be assessed against the ELG in Autumn to ensure that they have completed Early Years curriculum and are ready to begin National Curriculum objectives.