



Weston Favell CE Primary: Summary of Catch-up Strategy

This **pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools should ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance.**

School information			
School	Weston Favell CE Primary School		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£33,320
Total number of pupils	420 + 40 preschool	% Disadvantaged Pupils	9.35%

Contextual Information (if any)
The vast majority of our KS2 pupils did not attend school between March and September. 50% of Year 1 and 2 children did attend school but the gaps in understanding and knowledge are wide. Children have returned to school keen to learn, but are struggling with stamina and concentration.

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure quality first teaching for all children; staff training ensures all staff are supporting all children effectively. Reading is a major focus to ensuring children can access the wider curriculum – good quality books need to be purchased to support children's love of reading.
B.	Identify and target specific children who require more support to enable them to achieve the age-related expectations due to missed education.

C.	To provide high quality learning opportunities whether children or staff are learning at home or school. Ensure there is a clear strategy for remote learning and sufficient devices for the children to use to be able to access the learning

Summary of Expected Outcomes	
A.	<p>Identified gaps in children's knowledge have closed due to QFT which is supported by high quality training and support for all staff.</p> <p>End of year outcomes for Y2 and Y6 are at least in line with national average but more likely to be 5% higher in individual subjects.</p> <p>Broad range of books replenished following loss of stock due to children losing books at home and school requiring more books as chn need 2 sets of books, one for home another for school.</p>
B.	<p>Targeted children make better than expected progress and a large percentage of them achieve EXS standard.</p> <p>Nurture strategies introduced into Y2 and Y5 are embedded and children are able to employ a range of strategies to self-regulate and ensure they are able to learn effectively.</p>
C.	All children have access to appropriate technology to enable them to access the high-quality learning opportunities on offer from school

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Element of Strand (eg, Supporting Great Teaching)	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?		Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget) Cost (National Funding)
Support great teaching	To provide effective CPD to ensure that our teaching is of high quality and impacts upon pupil attainment across school	All children across school will benefit from high quality teaching		NPAT central team/ JR/LE		£6664
	Purchase of a range of phonics and wider interest graded reading books to ensure sufficient books for children across school to have at home and in school. (stocks had been depleted following the March lockdown as many not returned to school)	All children in every year group will have sufficient appropriate reading books to enable them to have a selection at home as well as at school.		JF/EB	Gaps in our provision have been identified and orders placed to ensure they are filled. (Dec 20) Children talk about the variety of books and their love of reading during the subject leader pupil voice conversations and feedback from parents demonstrates increased satisfaction with the reading books available. Subject governor learning walk and Pupil voice monitoring (March 2021)	£3000 £5000
Pupil assessment and feedback	Purchase of the Wellcom assessment tool to identify the needs of our EAL children. SENDCo supports the assessment. The identified gaps will be included in the daily planning for the class as well as in specific interventions for individual children.	EAL children across school		KR	Targets for children clearly identified and interventions in place. Gaps are narrowing. Inclusion lead monitoring Dec 20	£700
Intended impact: For the identified gaps in our reading book provision to be removed and children able to access a wide range of appropriate texts						
Cost - Sub-totals						3000 12364
Total budgeted cost for Strand 1						15364

STRAND 2: TARGETED SUPPORT						
Element of Strand <i>(eg, Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?		Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget) Cost (National Funding)
Interventions	Employment of an experienced Y6 teacher to support small groups of Y6 children on 3 x mornings a week	Children from both Y6 classes who are working below the expected standard in Reading, Writing or maths. Gaps in knowledge have been identified and next steps shared with the teacher.		RS	Baseline mock SATs assessment undertaken in September. Baseline reading test undertaken in September and re assessed at end of Nov / Feb and March in class. SATS in May	£6000
	Additional member of staff to be trained by Nurture UK to offer support to vulnerable children across school	Vulnerable children in Years 5/6 and Years 1/2		KR	SENDco evaluating impact on individuals through Boxall Profile. Inclusion lead monitoring of provision Feb 21/ Inclusion governor monitoring March 21	£600
	The Switch On Reading strategy is used effectively in our school to raise attainment in reading for disadvantaged pupils. Purchase a new set of books for the school to ensure that more children can be targeted	Disadvantaged children from Y2-Y6		KR/MV	SENDco evaluating impact on individuals through Salford RA. Inclusion lead monitoring of provision Feb 21/ Inclusion governor monitoring March 21	£1000
	NTP tutor appointed	Work with identified disadvantaged children in Years 2,5 and 6. Those children who are working well below their end of year target.		JR	Baseline mock SATs/NTS tests assessment undertaken in September or November. Baseline reading test	£3756
Intended impact: For the vast majority of children from across school to be on track to achieve their end of year target						
Cost - Sub-totals						£11356
Total budgeted cost for Strand 2						£7600

STRAND 3: WIDER STRATEGIES						
Element of Strand <i>(eg, Access to technology)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?		Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget) Cost (National Funding)
Access to technology	Purchase of further devices for use in school and in the case of a whole school lockdown which will be loaned to pupils who need to share devices – this could include the loan of keyboards and mice to attach to play stations etc	Any child in school who will need to work from home due to a bubble or whole school lockdown and who does not have access to a personal device from home		JR	Children are accessing the planned remote learning during bubble lockdowns	£8000
	Employment of further IT support within school to support our parents and children in accessing the online learning platform	All pupils and their families will benefit from this strategy as we will be able to offer support to ensure equality of access to the online curriculum		JR	Parent voice through forms will identify that we have been able to support the vast majority of parents and chn to access the remote learning.	£1600
Access to technology	Purchase of additional devices to ensure that all PLAC children have access to their own device at home.	PLAC children in our school – 13 currently will be bought their own device		JR	The identified children complete their homework each week and access the remote learning during any time when they are unable to attend school. SLT and Remote learning lead monitor homework take up	£3250 (out of PP+ funding)
Access to technology	All disadvantaged children to have access to a suitable device for home learning.	Any disadvantaged child who does not have access to a shared device with one sibling will receive a loaned school device for home learning.		JR	The identified children complete their homework each week and access the remote learning during any time when they are unable to attend school. SLT and Remote learning lead monitor homework take up	£5000 from DFC
Intended impact: For all children to have access to a suitable device to access remote learning in the case of bubble closures or self-						
Cost - Sub-totals						8250 9600
Total budgeted cost for Strand 3						17850

Financial Summary

Cumulative Sub-total for all strands	11250	33320
Total budgeted cost for all strands	£44570	

