



Draft Primary Catch-up Plan – Carleton Park

Rationale: Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. In order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF, DfE and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

EEF recommend strategy	School rationale	Implementation	Cost	Expected impact/outcome
One to one and small group tuition/mentoring – existing part-time staff	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition/mentoring as a catch-up strategy.	Weekly 1:1 reading and maths with targeted children (bottom 5%) with additional books purchased – see parent section. Weekly 1:3 (bottom 15%) reading and maths with targeted children.	For 1 additional day of tutoring for a UPS3 teacher, this would cost: 20 X days of RWM tutoring (Year 5 & 6) = £3,298.88 3hrs per week for 16 weeks Phonics / Reading intervention (Year 3 & 4) = £1,578.72 3hrs per week for 10 weeks Phonics intervention KS1 = £306.30 Total cost - £5,183.90	This would allow children who may not have access to focused tutoring opportunities to take advantage of this for ‘free.’ Children who are in the bottom 20% and vulnerable learners will close the gap to their peers and a higher proportion of these children will attain in line with age related expectations or above.
One to one and small group tuition/mentoring – NFER resources.	Robust and consistent assessment strategy with incorporated pupil question level analysis for non-SATs years.	The NFER assessment resources would be used to provide a detailed diagnostic of pupils learning. The ‘gaps’ in pupils learning can be easily identified and this will feed into the delivery of the	Assessment resources for Y1, Y3, Y4 and Y5. Total cost - £2000	This would allow children who may not have access to focused tutoring opportunities to take advantage of this for ‘free.’ Children who are in the bottom 20% and vulnerable



		one to one tuition that will be provided		learners will close the gap to their peers and a higher proportion of these children will attain in line with age related expectations or above.
Supporting parents and carers	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'	The purchase of additional sets of R,W,Inc. phonic reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules. The purchase of 'pre-reading' Sound Blending Book Bag Books to use in Reception – enabling teachers to send single word books home for parents to practise with their children. The purchase of R,W, Inc. Phonics Kits for parents to enable additional catch-up learning to take place at home for those children with the largest gaps in reading and phonics.	<p>£2,005 - Full additional set of all R,W,Inc. Book Bag books – bands Red through to Grey.</p> <p>£570 - 2 x Packs of 100 Sound Blending Book Bag Books (Reception)</p> <p>£389.40 - My Reading and Writing Kit (Reception) x 30</p> <p>£259.80 - My Reading and Writing Kit (Year 1) x 20</p> <p>£259.80 - My Reading and Writing Kit (Year 2) x 20</p> <p>Full set of RWI comprehension teacher and pupil materials class set (KS1)</p> <p>£666.50</p> <p>Total cost - £4150.50</p>	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.
Mastery Learning	Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see	A specialist facilitator from the White Rose Maths hub will work with subject leaders from across the 6 Trust primaries in order to support the delivery of the Maths	Total cost - £1500	The development of a consistent approach to the leadership of Maths in the school with a deeper analysis of the progress pupils are making at all levels



	also Collaborative learning and Peer tutoring). (EEF)	curriculum with a focus on mastery learning.		
SNAP – SEND Resource	This would ensure that SEND children have a bespoke assessment and ‘gap analysis’ tool which would enable teachers to provide an even more personalised curriculum for these children focusing on small next step targets.	From January 2021 this resource will supplement the B Squared assessment tool in analysis gaps in pupils’ learning and putting effective strategies in place to support the progress of SEN pupils	Total - £745.96	The progress of SEN children would accelerate and they would meet more of their personalised targets on their My Support Plan – or equivalent plan.
SUM dog Specific school focus from Year 1 – 6 (spellings)	Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’	Spelling shed – whole school focus of improving spellings will be addressed. Teachers offered ability to add spellings into system for children to practice at home / in school. Children use iPads and earn points / rewards while they practice.	Total cost - £773.50	By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school and homework activities, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.
Third Space Learning	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition/mentoring as a catch-up strategy.	Weekly 1:1 online maths tuition for 8 disadvantaged children. The programme targets specific weaknesses in maths knowledge, teaching bespoke sessions to children’s needs.	Spring 2021: 8 pupils x £220 per pupil per term = £1,760 Total cost - £1,760	Children who are in the bottom 20% and vulnerable learners will close the gap to their peers and a higher proportion of these children will attain in line with age related expectations or above.
TOTAL PROJECTED COST			£16,114	
TOTAL BUDGET			£16,560	
DEFECIT / SURPLUS			+£446	