





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.

Strategy	School Rationale (Intent)	Evidence based research link (EEF)	Implementation	Cost	Expected Impact/Outcome
Developing Teaching					
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.	<p>The aim of this type of assessment is to match tasks, activities and support pupils' current capabilities so that all pupils have an appropriate level of challenge and clear indicators of how to improve based upon assessment data.</p>	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 one to one tuition that will be provided.	Total: £2,000.00 Spent: £1,630.00 Left £370.00	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.
Mastery Learning	To develop a consistent approach with a deeper analysis of progress at all levels.	<p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring). (EEF)</p>	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 curriculum with a focus on mastery learning.	Total: £1,500.00 Spent: £0 Left:£1,500.00	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.






<p>SNAP – SEND Resource</p>	<p>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.</p>	<p>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</p>	<p>Additional resources for all SEN children.</p>	<p>Total: £745.96 Spent: £745.96 Left: £0</p>	<p>The progress of SEN children would accelerate and they would meet more of their personalised targets on their My Support Plan – or equivalent plan.</p>
Targeted Academic Support					
<p>One to one and small group tuition/mentoring – existing part-time staff</p>	<p>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition/mentoring as a catch-up strategy.</p>	<p style="text-align: center;">   +5 </p> <p>Weekly 1:1 reading and maths with targeted children (bottom 5%) with additional books purchased – see parent section.</p> <p>Weekly 1:3 (bottom 15%) reading and maths with targeted children.</p>	<p>For 1 additional day of tutoring for a UPS3 teacher, this would cost:</p> <p>20 X days (Change of 14 days for 2 half terms) of RWM tutoring (Year 5 & 6) = reduced from £3,298.88 to £2,309.22 - RT</p> <p>3hrs per week for 16 weeks (Change of 14 weeks for 2 half terms) Phonics / Reading intervention (Year 3 & 4) = reduced from £1,578.72 to £1,381.38 - SS</p> <p>3hrs per week for 10 weeks Phonics intervention KS1 = £306.30 - GW</p> <p>Total cost - £5,183</p>	<p>Total: £2,309.22 Spent: £ 2,309.22 Left: £0</p> <p>Total: £ 1,381.38 Spent: £ 1,381.38 Left: £0</p> <p>Total: £306.30 Spent: £306.30 Left: £0</p>	<p>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.</p>
<p>Supporting parents and carers</p>	<p>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.</p>	<p>Phonics approaches have been consistently found to be effective for supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</p>	<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>Total: £2,326.45 Spent: £2,326.45 Left: £0</p> <p>Total: £570.00 Spent: £ 570.00 Left: £0</p> <p>Total: £ 389.40 Spent: £0 Left: £389.40</p>	<p>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. This will have</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) £666.50</p> <p>Total cost - £4140.50</p> <p>Price change- Full additional set by +£321.45. Amount left to spend therefore = £577.55</p>	<p>Total: £259.80 Spent: £0 Left: £259.80</p> <p>Total £ 259.80 Spent: £0 Left: £259.80 Total: £666.50 Spent: £0 Left:£666.50</p>	a measurable impact on phonics data and progress for the weakest readers.
Wider Strategies					
<p>SUM dog</p> <p>Specific school focus from Year 1 – 6 (spellings)</p>	<p>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.</p>	<p>Spelling shed – whole school focus of improving spellings will be addressed.</p> <p>Teachers offered ability to add spellings into system for children to practice at home / in school.</p> <p>Children use iPads and earn points / rewards while they practice.</p>	<p>Years 1 to 6 will be supplementing the learning they are doing in school and homework activities</p>	<p>Total: £773.50 Spent: £773.50 Left: £0</p>	<p>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.</p>
<p>Wellbeing - supporting pupils with behavioural,</p>	<p>Pupils who have struggled individually because of the consequences of COVID/school closure will have access to a</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption</p>	<p>Staff to identify pupils from weekly phone calls/initial reintegration back into school that require additional support. Learning Mentors</p>	<p>£0</p>	<p>For this cohort - Improved attendance Decrease PA</p>



social, and emotional barriers.	personalised curriculum (iheart, ELSA, pastoral support etc).	to aggression, violence, bullying, substance abuse and general anti-social activities.	to be timetabled to support this discrete cohort.		Safeguarding effectively monitored.
Third Space Learning is part of the NTP: 1:1 Online Maths Tuition	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition/mentoring as a catch-up strategy.	   <p>Evidence indicates that one to one tuition can be effective, delivering approximately 5 additional months' progress on average. Short, regular sessions over a set period to result in optimum impact. Evidence also suggests tuition should be additional to but linked with normal teaching and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	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.	Total: £1,760.00 Spent: £1,760.00 Left: £0	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 BUDGET			£	16,560.00	£ 15,248.31
ORIGINAL PROJECTED COST			£	16,114.00	£ 11,802.81
PROJECTED COST APRIL 2021			£	15,248.31	£ 3,445.50
DEFICIT/SURPLUS APRIL 2021			£	1,311.69	

