



BLEAN PRIMARY SCHOOL

CATCH-UP FUNDING STRATEGY – SUMMER 2021

The Government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.	
Total numbers of pupils on roll	432
Proportion of Pupil Premium from year R- 6	12%
Proportion of SEND pupils	9%
Catch up allocation	£34 560
Delivery	The majority of the Spring term was subject to remote learning. Catch-up provision was on hold during this time.
This document published	April 2021
Review date	July 2021
Governor monitoring responsibility	Rogério de Lemos (Chair of the Learning and Development Committee)

Rationale

Our approach for catch-up uses a three-tiered approach, like our approach for the expenditure and provision for the Pupil Premium, reinforced by the Education Endowment Fund (EEF). Plans are for the current Summer term, building on the information we have gathered from the Autumn and Spring term. There is the need for this plan to be flexible due to potential further school closures of pods/year groups or whole school. This will be detailed in the evaluation, as necessary.

strand 1 – Teaching

strand 2 – Targeted Academic

strand 3 – Wider strategies

Some strategies and approaches are not at an additional cost to the school, but we have included them as they set out what is necessary in order to support the pupils in their return to school and to help them catch up. Where appropriate we have indicated where there is a cost in time or for staff to be released, which is covered internally. This is in order to provide an overall picture of the school's priorities, which will be reviewed at the end of July.

Priorities

- The physical and mental well-being of our pupils remains our highest priority, along with school attendance.
- To raise the attainment of all pupils, removing barriers created through school closures.
- To ensure pupils who are eligible for the Pupil Premium and those with SEND make excellent progress and are provided with an ambitious and broad curriculum.

Overview of context for Summer – evaluation points

- Following the return of all children on March 8th, we have been able to gather all of the information we intended to as part of our philosophy in the latter part of Term 4. We have a very clear idea of individual's understanding of the curriculum, including their gaps and have conducted very detailed Pupil Progress meetings.
- Data collected and submitted onto Target Tracker was determined by class teachers' professional judgements based on classwork and use of ongoing assessment. Use of this information has further supported the approaches we will use for the Catch-up Funding in the Summer Term.

Teaching – Summer Terms 5 and 6

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
1.1	Same day intervention planned across all classes with a Maths focus	As gaps emerge, we want them to be addressed systematically through same day/next day intervention via the use of Learning Zone.	Delivered by Class Teacher daily. On class timetables.	Pupils catch-up and maintain supported so that they do not develop gaps in their learning.	(Timetabled)	<p>Timetables show that Friday check ups and learning zone are planned for each week.</p> <p>One CT fed back: "I think the maths success in year 5 is to do with learning Zone for addressing misunderstandings."</p> <p>Attainment data from July shows that all year groups but 2 have 'recovered' and some exceeded the last set of 'normal' data from Spring 2020, with Year 3 exceeding this by 9%. Children in Years 2 and 3 will need to be a focus for maths next year. The Maths Hub project on developing early number fluency will support Yr 2 will benefit learners in Year 2.</p> <p>The current Year 2 cohort, are 6% below where they were in Spring 2020 with EXS+, but they have moved many learners on from EXS to GDS with this having increased by 14% from Spring 2020.</p> <p>Learning Zone and Friday</p>
1.2	Diagnostic use of Friday Maths check-up, to further ascertain gaps and plan next steps	Friday check-ups enable class teachers to encourage pupils to recall key knowledge previously taught to see if they remember it. This will enable class teachers to address any misconceptions and build this into future planning	Delivered by Class Teacher, weekly. On class timetables.	Pupils are able to recall previously taught material via spaced retrieval and interleaving teaching approaches.	(Timetabled)	

						Check Ups will continue to feature in our maths lessons in the next academic year.
1.3	Recovery objectives mapped across every subject	<p>Clarity of objectives that have not been covered since January 2021. This is split into 5 areas:</p> <ol style="list-style-type: none"> 1. Objectives still not covered from previous curriculum recovery document (September 2020) 2. Objectives not covered during January-March remote learning 3. Key objectives that must be covered at the beginning of the next unit. (priority) 4. Objectives/concepts/events which can be covered through other opportunities (GR texts, Home Learning Projects, writing opportunities/ whole school projects/cross-curricular). 5. Objectives which will be covered again at a later point <p>-</p>	<p>Subject Leaders Class teachers</p> <p>Term 5</p>	All curriculum leaders are to lead sections of staff learning sessions to ensure pupils' knowledge is sequential and in line with the school Sequence of Learning documents.	Time allocated for Forum (middle management meetings) and staff learning sessions mapped in by Deputy Head.	All objectives mapped under key headings across all subjects and this document will be used moving into the Autumn term.
1.4	Increased 3rd session of PE / Games each week and a daily run	To maintain the physical fitness that has been promoted during school return March 8th, supported by some after-school clubs.	<p>Class teacher</p> <p>Timetabled</p>	Pupils experience increased physical fitness and stamina contributing to a healthy lifestyle.	(Timetabled)	3rd PE session each week has been used for personal challenge tasks including fitness (skipping/running) and skills (small ball skills). The profile of fitness has been raised in all year groups. Fitness has not been easy to measure as it was found that a focus on timing for running was counter-productive for the pupils who needed support the most. Clubs were re-

						<p>introduced in all year groups from T5.</p> <p>Percentage Attendance: Reception 60 children % of who took up a club: 45%</p> <p>Year 1 59 children % of who took up a club: 51%</p> <p>Year 2 60 children % of who took up a club: 53%</p> <p>Year 3 62 children % of who took up a club: 73%</p> <p>Year 4 64 children % of who took up a club: 73%</p> <p>Year 5 62 children % of who took up a club: 39%</p> <p>Year 6 62 children % of who took up a club: 61%</p> <p>Next steps: We normally target 50% of pupils attending a club in each term, with all pupils attending a club for at least 2 terms. This was achieved by all year groups except Year 5. Year 5 were offered 3 clubs all of which had spaces so all pupils had a chance to attend. Many Year 5 parents have different</p>
--	--	--	--	--	--	---

						priorities at this time in the year but they will be a target year group for September.
1.5	Develop pedagogical approach to the teaching of Reading in year 3 to account for breadth of children's reading ability.	To improve the Reading progress and therefore attainment in year 3, which is currently much lower – As of Term 4: Expected or above: 54% Greater depth: 26% Expected progress: 66% More than expected: 8%	Class teachers Reading lead	Due to the use of focused Guided Reading sessions, interventions, a classroom environment with high quality texts and positive culture of Reading, pupils make good progress and larger proportion are working at the expected standard/greater depth.	Some additional Guided Reading resources £500	Headline Data: Term 6 Expected or above :77% Greater Depth: 27% Expected Progress: 81% More than expected: 16% The Year 3 team have worked tirelessly to engage the children in their reading. The interventions, the focused Guided Reading sessions and the use of high-quality text have all impacted on the progress of this cohort. Next Steps: Moving forward the teaching and learning of reading skills needs to remain a priority for this cohort to ensure they continue to make good progress.

Targeted academic- Summer Terms 5 and 6

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
2.1	To ensure pupils in Early Years make good progress from	Pupils have had limited access to Nursery provision and whilst they have had access to	Early Years lead using 2 afternoons of	90% of pupils meet GLD 35% of pupils are exceeding.	£2726.57	Headline Data:

	<p>their starting points via the Early Years lead providing additional provision to groups of pupils.</p>	<p>remote learning, this has been much harder to deliver a full Early Years Curriculum.</p> <p>Early years Lead to provide additional provision to groups of pupils to address any gaps that have emerged.</p>	<p>Management time to support pupil development.</p>	<p>Pupils are ready for year 1 in terms of PSE outcomes and have developed executive functioning skills.</p>	<p>Comprehension: 77% (AT or Above) GDS: 25% Reading: 75% (AT or above) GDS: 27% Writing: 67% (At or above) GDS: 12% Number:82% (At or above) GDS: 18% Numerical patterns: 85% (at or above) GDS: 20%</p> <p>GLD for cohort: 67%</p> <p>40/60 pupils reached GLD by achieving ARE in all 12 ELGs at the end of the Summer Term 6.</p> <p>This is an increase of 7 pupils from return to school in Term 4 when 33/60 pupils were expected to reach GLD making a percentage expectation of 55%.</p> <p>Catch up provision, Quality First Teaching, interventions and provision of additional homework sent home has meant all pupils have made</p>
--	---	--	--	--	--

						<p>progress in reading, writing and mathematics.</p> <p>The pupils PSE has developed well since return to school by the planning of PSE lessons and using stories to promote wellbeing alongside the introduction of the 'Zones of Regulation'.</p> <p>Next Steps:</p> <p>Writing remains to be a key focus for all pupils moving forward to Year 1. After the lockdown it was evident that many pupils hadn't been doing independent writing at home and also a minority of parents were unable to support pupils developing early writing skills through phonics. Interventions around phonics and writing are therefore needed next year to support pupils in addressing these gaps.</p>
2.2	To improve standards in Writing through the use of Writing	Therefore, a proven technique of Writing Conferencing will be used from years 2-6	Teaching Assistants and Class Teacher time.	Through stimulating, purposeful writing experiences, children are encouraged to develop key	(timetabled)	<p>Headline data:</p> <p>Year 2: EXS = 73% GDS = 32%</p> <p>Year 3:</p>

	conferencing in all classes from years 2-6			<p>writing skills and develop a love of writing.</p> <p>The proportion of pupils meeting the expected standard is at least 85% in years 2, 4, 5 and 6 with at least 30% working at Greater Depth. In Year 3 the proportion of pupils meeting the expected standard will be 80% with 25% working at Greater Depth.</p>		<p>EXS = 69% GDS = 23%</p> <p>Year 4: EXS = 87% GDS = 30%</p> <p>Year 5: EXS = 77% GDS = 34%</p> <p>Year 6: EXS = 92% GDS = 31%</p> <p><i>Local School Moderation has confirmed this Year 6 data.</i></p> <p>Next steps: Writing remains a focus area moving forward, particularly in the new Year 3 and 4 cohorts where the proportion of children meeting the expected standard is still low. Continuing to promote opportunities for children to write will enable standards to improve, alongside more targeted writing conferencing delivered by both CTs and TAs across the school.</p>
2.3	Year 5 focused Reading support	Feedback from class teachers and data demonstrates proportion of pupils not working at Greater Depth and Expected in Reading need further support.	Deputy Headteacher 3 x times per week	Targeted pupils in Year 5 catch-up and make good progress from their starting points and are confident, fluent readers.	£3123.51	<p>Headline data : 14/14 readers are working at Expected 5/14 Greater Depth. Average point progress for the group 7 (expected is 6)</p> <p>Next steps/Lessons learned: Many opportunities for reading for fluency so to</p>

						<p>improve comprehension have been put in place. Explicitly teaching skills for retrieval and inference and modelling this using high quality whole text. All pupils report in both groups that they feel their reading skills have improved and that they have all enjoyed the chosen text.</p>
2.4	Year 3 focused Maths support	Feedback from class teachers and data demonstrates proportion of pupils working at Expected in Maths needs to improve.	Inclusion manager Daily	All pupils make good progress from their starting point in Maths, due to targeted teaching groups.	£3026.10	<p>Targeted group began with 9 children with one transitioning back into whole class teaching after 5 weeks.</p> <p>The further 8 children have remained being taught by Inclusion Manger supported by 3 Teaching Assistants. The teaching of the group followed the themes of the Year 3 learning but at a highly differentiated level and for some children this curriculum was bespoke. There has been a focus in the last 3 weeks of term on consolidating numbers to 100 for place value and addition with numbers to 20 for 1 pupil with complex needs.</p> <p>7/8 children made progress from their starting points and</p>

						<p>have closed the gap in their attainment.</p> <p>1/8 made 10 steps of progress 1/8 made 6 steps of progress 1/8 made 5 steps of progress 1/8 made 4 steps of progress 3/8 made 3 steps of progress</p> <p>Expected progress over the year is 6 steps. Expected progress over the space of the intervention would be 2 steps.</p> <p>Impact/ Next steps The children have responded well to the focus group and having an opportunity to over learn and a differentiated pace. Their confidence has grown. Pupil voice has also demonstrated that they have enjoyed the group and found it helpful. Moving forward this group has shown positive impact with children demonstrating accelerated progress in comparison with previous rates.</p>
--	--	--	--	--	--	--

2.5	Year 3 additional writing conferencing via the Writing lead.	Feedback from class teachers and data demonstrates proportion of pupils working at Expected in Writing needs to improve.	Writing lead 3 afternoons per week (1 hour sessions)	Targeted pupils in Year 3 catch-up and make good progress from their starting points.	£1975.06	<p>Headline data: Targeted group of 12 children were assessed at WTS (step 3b+) at end of Term 4. Writing lead has worked with these children 3x per week across both Term 5 and 6 to support the writing process. Term 6 data now is as follows: 83% (10/12) now at EXS (step 3s) 17% (2/12) now just below (step 3w+) Progress from starting point at beginning of Year 3 is as follows: Expected progress (6 steps) = 17% (2/12 children) Accelerated progress (7 or 8 steps) = 83% (10/12 children) with 50% making 8 steps of progress from their starting point.</p> <p>Next steps/lessons learned: Opportunity for focused, small group support with various stages of the writing process has enabled this group to really hone in on the content of their writing. The children themselves commented on how much they liked the opportunity to discuss their</p>
-----	--	--	--	---	----------	---

						<p>ideas and ‘think out loud’ before they wrote them down in this small group setting outside of the classroom. Along with resources provided by CTs and modelling/scaffolding by Writing lead, this group were able to build up both their confidence and stamina during these times. On other occasions, 1:1 writing conferencing was used to target individual needs, and once again the children really enjoyed this ‘attention’ to look at their writing in this way. Moving forward, this model could be replicated with other focus groups to enable further children to make good progress from their starting points.</p>
2.6	Year 6 additional Maths group	To ensure targeted pupils leaving Year 6 are secondary ready.	HLTA led Daily	Targeted pupils in year 6 progress well and are secondary ready	£702.36	<p>Entry data 5 pupils. 2 well below and 3 below. June data based on 2019 SATs paper: 2 WTS (Scaled score 98) and 3 EXS. Arithmetic scores have gone from range of 25%-33% in September to 75%-89% in June. Confidence has grown. Daily 1:1 and small group teaching was put in place for</p>

						this group of 5 children throughout Lockdown and CT provided bespoke lessons where necessary for individual children.
2.7	Year 2 Reading – additional adult in one class to support reading fluency	Feedback from evidence gathering notes that pupils need to make accelerated progress and would benefit from targeted in class support and additional intervention. This fits with our Reading vision that by the end of Year 2 pupils can read an age-appropriate book fluently.	Teaching Assistant / all day redeployed.	Targeted Year 2 pupils enjoy reading, are fluent and make good progress.	Redeployed adult	<p>Headline data: 80% of children working at expected and 43% at greater depth. This has been an increase from Term 1 when 65% were at expected and 35% at Greater depth. Targeted children all made accelerated progress.</p> <p>Nest steps: This group is working just below the expected standard. Moving forward the skill to focus on is comprehension. Which will enable this group to maintain the progress so far achieved.</p>

Wider strategies – Summer terms 5 and 6

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
3.1	Proportion of ELSA (Emotional Literacy Support) time supports pupils who	Individual pupils, whose needs cannot be met through whole class teaching, require bespoke strategies and attention to deal	ELSA trained specialist. PMs	Through support and taught strategies pupils feel equipped to deal with a wide range of	ELSA time £909.60	Child A: has been in school all through lockdown and has had a friend in all that time but having the school reopen has

	<p>have found the return to school a challenge. <i>Resource pack created for all Class Teachers to support alongside this strand.</i></p>	<p>with reduced levels of anxiety and well-being.</p>		<p>emotions such as, worries, anger, upset.</p>		<p>then had to face other children coming back and wanting to be friends with the child she has been 1:1 with and has found this immensely difficult. ELSA supervision working on friendships and self-esteem. 3 other Elsa children who have also experienced a difficult lockdown return to school balance.</p>
3.2	<p>Access to CHATTS (Children and Adult Talking Therapy Service) To support key pupils' mental health and well-being</p>	<p>Pupils needing the support of a trained counsellor will be provided with bespoke support through CHATTS, as a registered NHS provider for children.</p>	<p>CHATTS – outsourced. Weekly sessions.</p>	<p>Through targeted support, pupils feel equipped to deal with a wide range of emotions such as, worries, anger, upset.</p>	<p>£720</p>	<p>3 children have been referred to CHATTS during terms 5 and 6. This has given children the opportunity to talk about their emotions and begin to develop strategies over times. All sessions are still ongoing so final impact will not be measured until next academic year. Early observations of impact have shown a decrease in dysregulated behaviour and a gradual increase in children self-esteem.</p>
3.3	<p>Attendance support for pupils, including lateness (Parent Pupil Mentor) and setting of home-</p>	<p>Pupils' attendance at school needs to be reviewed in terms of monitoring systems to ensure accurate data is collected e.g. lateness with staggered starts to maintain high standards of punctuality.</p>	<p>Parent Pupil Mentor</p>	<p>Attendance remains high and as a result pupils do not develop gaps in their learning.</p>	<p>Parent Pupil Mentor – planned time each morning.</p>	<p>Attendance of children eligible for the Pupil Premium has increased from 92% in Term 4 to 95% in Term 6</p>

	learning during periods of self-isolation.	Remote learning rationale needs to be clear as to how we will support pupils during periods of self-isolation and/or school/class closure. Good attendance and punctuality link directly to achievement.		High standards of punctuality are maintained, despite COVID situation and this results in pupils not missing pastoral / learning time.	£1490.74	
3.4	Access to online Reading Scheme along with reading books	Due to reading book rotation and pupils self-isolating without sufficient notice, an online reading book provision has been purchased to maintain reading at home.	Reading Lead Class Teachers	No pupil is disadvantaged through limited access to physical books or online system and as a result make good progress in Reading.	Annual costing noted in Autumn expenditure.	This resource has been an asset. Staff surveyed regarding Term 6 usage by pupils. This has been declining as real book reading has increased. The subscription is not going to be renewed from July 2021. Money from the budget to be spent on more reading books.
3.5	Access to high quality reading books in Year 2 and upper key stage 2	Breadth of readers in Year 2 requires additional books to meet their needs. Quality of reading material in Upper Key Stage 2 needs to be updated to ensure pupils are encouraged to read for pleasure and to challenge them through reading a range of genres.	Reading Lead Class Teachers	No pupil is disadvantaged through limited access to physical books and as a result make good progress in Reading and pupil voice demonstrates a enjoyment of reading.	£2538.34	Pupil voice gained indicating the genre and authors the children wish to read. This was compiled across the whole school in the promotion of reading for pleasure. New book titles purchased for all year groups. Total spend £715.79
3.6	To further develop self-regulation and metacognition	Inclusion manager to embed the use of Zones of Regulation with all staff.	Inclusion Manager	Consistent use of the zones support the children in self-regulating and an improvement is observed in levels of independence.	Costed in the Spring term.	All year groups have been provided with copies of Zones of Regulation. Feedback at staff learning show a positive early response with children developing language and strategies to discuss their

						<p>Social and Emotional wellbeing.</p> <p>Pupil Voice has shown that children are able to talk about the Zones and how they are being used in class. Staff are using this approach at a while class core level and with individual children who require further support and strategies and this has had a positive impact with children being able to talk about how the are feeling.</p> <p>This is now being combined with work through the Effective Education Kent Project to develop and embed a while Social and Emotional Learning curriculum which Zone of Regulation will become an integral part. This work will continue in the next academic year.</p>
--	--	--	--	--	--	--