**Catch up funding 2020 – 2021 (May 2021 update)**

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| 1. **Summary information** | | | | | |
| **School** | Hannah Ball School | | | | |
| **Academic Year** | 2020 – 2021 | **Catch up funding budget** | £13,760 | **Catch up funding plan** | May 2021 |
| **Total number of pupils** | 189 |  |  | **Date for next internal review of this strategy** | July 2021 |

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|  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **KS1 & KS2** |  |  |  |  |  |  |
| **% achieving expected level or above in reading** |  | 50 | 35 | 46 | 54 | 54 |
| **% achieving expected level or above in writing** |  | 42 | 31 | 32 | 42 | 21 |
| **achieving expected level or above in maths** |  | 50 | 50 | 36 | 46 | 36 |
| **Pupils meeting expected standard in phonics** |  | 62 |  |  |  |  |
| **% achieving expected standard of 100+ in grammar, punctuation and spelling** |  |  | 41 | 43 | 42 | 49 |

Our internal data analysis of initial Autumn baseline assessments has shown that within reading, some cohorts of boys and PP pupils are particularly low, boys in writing are our lowest groups and in maths, pupils within our EAL and PP cohorts in some instances have suffered most as a result of lockdown. Our key issues are therefore in writing, reading, particularly in inference, and in reasoning within mathematics.

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| 1. **Barriers to future attainment (for all pupils)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Many of our pupils have joined us in Reception without a foundation in Nursery due to lockdown. They therefore have poor language and communication skills. | |
|  | | Reading skills across all year groups and particularly within our groups of EAL pupils need to be established and accelerated | |
| **C.** | | Writing skills particularly amongst boys | |
| **D.** | | Deepen mathematical thinking – mastery. Rapid recall of basic facts – ie times tables | |
| **E.** | | To ensure that our pupils are tracked closely so that work closely matches their needs | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **H.** | | Mental Health needs / extra learning support | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve **communication and language** provision in EFYS and KS1 | | More of our pupils achieve GLD |
|  | **Reading** skills across the school improve | | Progress in reading is rapid and our published data closes the gap on national results |
|  | **Writing** standards across all groups of children, but particularly boys, improves | | Progress in writing is rapid and our published data closes the gap on national results |
|  | **Times tables** knowledge and fluency in recall in other **key skills** improves  **Maths** : Mastery approach – develop reasoning skills | | Internal data / monitoring shows an improvement of times tables knowledge and other key skills continue to strengthen  Pupil’s reasoning skills improve – nationally published data closes the gap towards national |
|  | **Track** all groups of pupils closely to ensure that progress accelerates | | Progress is demonstrable within our SEN cohort  Accurate assessments are used to plan work that meets the pupils’ learning needs |
| **H.** | That children **are aware** of some of the barriers that they may be experiencing and are able to access mentoring and / or resources to help | | Mentoring in place for pertinent children |

| Improve communication and language provision in EFYS and KS1 | | | | | |
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| **TARGET** | **ACTIONS**  *What steps do we need to take to achieve the outcomes?* | **WHO IS RESPONSIBLE? WHEN IT IS TO BE ACHIEVED BY?** | **MONITORING** | **COST** | **EVALUATION**/ Success criteria  *What will we see when we have achieved the outcomes? How has this impacted on and improved learning?* |
| **A.** | Train a member of staff to deliver NELI – Nuffield Early Language Intervention through 8– 10 hours of self-paced learning over a 2- 3 week period  Deliver Nuffield Early Language Intervention (NELI) course  \*4 hours per week for each group of 5 children = 3 x 30 min small group sessions and the two further 1:1 sessions for each child participating in the intervention  + preparation time  This is a 20 week course | Launched in Jan 2020  R.Pitman  Lorraine Machingauta | Learning Walks  Planning Scrutiny  Pupil progress meetings  Data scrutiny | \* | Pupils communication and language area of learning improves when compared to previous years  GLD (published data) is closer to national |
| **Total planned spend** |  |  |  | 80 hours of LSA per group |  |
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| **Reading skills across the school improve** | | | | | |
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| **TARGET** | **ACTIONS**  *What steps do we need to take to achieve the outcomes?* | **WHO IS RESPONSIBLE? WHEN IT IS TO BE ACHIEVED BY?** | **MONITORING** | **COST** | **EVALUATION**/ Success criteria  *What will we see when we have achieved the outcomes? How has this impacted on and improved learning?* |
| **B.** | Develop guided reading, whole class comprehension and one to one reading support | Lorraine Machinguata | Learning Walks  Book Scrutinies  Planning documents  Pupil Voice | % of DHT | Pupils reading abilities continue to improve  Accelerated progress throughout Summer term |
| **Total planned spend** |  |  |  | **£3,934**  **% of yellow** |  |
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| **C.** | Continue to review planning to ensure progression is clear, that it is aligned to our Talk for Writing approach and to make sure that pupils have access to useful knowledge organisers. | Lorraine Machingauta | Planning scrutiny  Learning walks  Data analysis  Book scrutiny | To be covered through SDP and PP budget | Writing standards across all groups of children, but particularly our PP pupils and boys, improves  Progress in writing is rapid and our published data closes the gap on national results |
| **C.** | Develop quality first teaching through the use of the Talk for Writing approach | Lorraine Machingauta | Planning scrutiny  Learning walks  Data analysis  Book scrutiny | To be covered through SDP and PP budget | Writing standards across all groups of children, but particularly our PP pupils and boys, improves  Progress in writing is accelerated and our published data closes the gap on national results |
| **C.** | Develop Quality planning for Writing | Lorraine Machingauta | Planning scrutiny  Learning walks  Data analysis  Book scrutiny | To be covered through SDP and PP budget | Writing standards across all groups of children, but particularly our PP pupils and boys, improves  Progress in writing is rapid and our published data closes the gap on national results |
| **C.** | Launch Word Aware as a vehicle to explicitly teach vocabulary | Lorraine Machinguata | Planning scrutiny  Learning walks  Data analysis  Book scrutiny | To be covered through SDP and PP budget | Writing standards across all groups of children, but particularly our PP pupils and boys, improves  Progress in writing is rapid and our published data closes the gap on national results |
| **Total planned spend** |  |  |  | **£0** |  |
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| **TARGET** | **ACTIONS**  *What steps do we need to take to achieve the outcomes?* | **WHO IS RESPONSIBLE? WHEN IT IS TO BE ACHIEVED BY?** | **MONITORING** | **COST** | **EVALUATION**/ Success criteria  *What will we see when we have achieved the outcomes? How has this impacted on and improved learning?* |
| **D.** | Tran staff in the use of a wider range of **concrete resources** to support teaching of the mathematics curriculum | Lorraine Machingauta | Learning Walks  Pupil Voice Planning Scrutiny  Data Scrutiny | Through SDP/PP budget | Published data closes the gap towards national  Pupils make accelerated progress |
|  | Teaching staff are receiving support from the maths co-ordinator on a regular basis, both through coaching and through more formal CPD – to bolster our Power Maths provision. White Rose, Third Space Learning etc are used to provide further fluency practice | Lorraine Machingauta | Learning Walks  Pupil Voice Planning Scrutiny  Book Scrutiny  Data Scrutiny | Through SDP/PP budget | Published data closes the gap towards national  Pupils make accelerated progress |
| **Total planned spend** |  |  |  | **£0** | **% of DHT** |
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| **TARGET** | **ACTIONS**  *What steps do we need to take to achieve the outcomes?* | **WHO IS RESPONSIBLE? WHEN IT IS TO BE ACHIEVED BY?** | **MONITORING** | **COST** | **EVALUATION**/ Success criteria  *What will we see when we have achieved the outcomes? How has this impacted on and improved learning?* |
| E. | Continue to use **YARC assessments** – SEN/Reading within our assessment and monitoring calendar | Ravinder Mawdia/ Rachel Pitman | Data analysis  Assessment and monitoring calendar | £0 | Progress is demonstrable within our SEN cohort  Accurate assessments are used to plan work that meets the pupils’ learning needs |
| E. | Continue to use  **Sandwell assessments** – SEN/Maths within our assessment and monitoring calendar | Ravinder Mawdia/ Lorraine Machingauta | Data analysis  Assessment and monitoring calendar | £260 | Progress is demonstrable within our SEN cohort  Accurate assessments are used to plan work that meets the pupils’ learning needs |
| E. | Embed **PiXL** and the use of therapies | Nicholas Hingley  Lorraine Machingauta | Data Analysis  Learning walks | £2,700 | Data is used to meet the pupil’s learning needs |
| **Total planned Spend** |  |  |  | **£3,440** |  |
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| **H.** | Recommission LSA support into Y4 and Y2 maths lessons | LM/NH  CTs to ensure LSA is used appropriately | **LW/BS/PS/PV/data** | % of LSA costs | **Y2 and Y4 maths accelerated progress** |
| **H.** | Recommission LSA support into Y1/Y2 classes to support 1:1 reading | LM/NH  CTs to ensure LSA is used appropriately | **LW/BS/PS/PV/data** | N/A | **Y1/Y2 reading accelerated progress** |
| **H.** | Year 6 receiving support from Aik Saath who are now adapting their program to enable them to work with individual pupils | LM/NH | LW |  | Behaviour incidents reduce |
| **H.** | Year 6 are receiving support from PRU (behavior management) | LM/NH/ AB | **LW** |  | Behaviour incidents reduce |
| **Total Planned spend** |  |  |  | £4,386\* |  |
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