

# Red Row First School

## Catch-Up Funding Strategy Statement 2021-22

<b>School</b>	Red Row First School	<b>School Strategy Leader</b>	Richard Bollands
<b>No. of Eligible Pupils<sup>1</sup></b>	86	<b>Total Allocation<sup>2</sup></b>	£6,880

### 1 Teaching

Training and support to prepare teachers for the New Academic Year

Professional Development Opportunities and resourcing to support the implementation of recovery curriculum

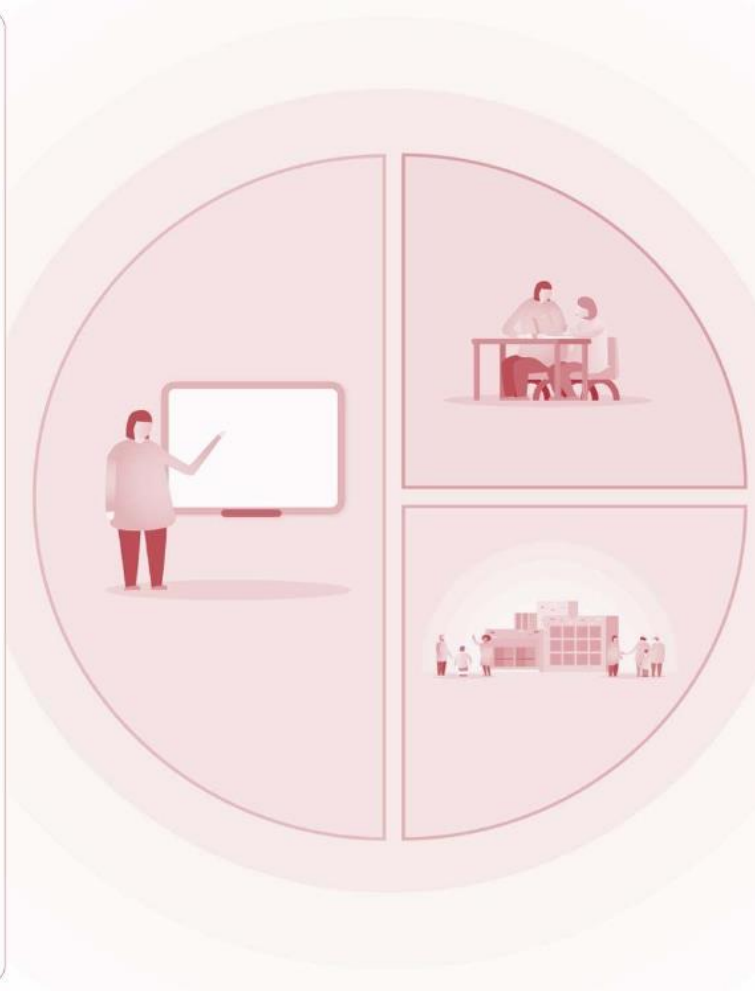
Ensuring teachers have training and support to adjust to structural and organisational changes.

Additional support for early career teachers

Developing pupil assessment

Assessing and monitoring pupil progress.

Transition resources and staffing support



### 2 Targeted academic support

Family and pastoral support

Supporting parents and carers wellbeing

Accessing technology and resources at home during prolonged isolations

### 3 Wider strategies

One to one and small group tuition

Small group and additional intervention work

Extended time in school

Physical development

<sup>1</sup> Eligible Pupils include Year Reception – Year 4

<sup>2</sup> Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 4.

1. Teaching								
	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up.  Extra Phonics teaching time	Baseline assessments	Extra TA support for additional group teaching  Time for the English Lead to support training and delivery.	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonetic knowledge. Pupils have not retained prior phonics learning.	£ 800	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills.	AT/AW
B	All Pupils	Quality first teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling in a disadvantaged area.	High quality CPD aimed at supporting the recovery curriculum, (see CPD log)  Refer teacher to the EEF teacher toolkit.  Refresher of talk for writing training, and phonic interventions.	Prolonged time away from normal teaching routines  Teachers redeployed around the school  Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready.	£ 400	Strong QFT to ensure pupils have the best chance of making up for time missed.	RB
C	Children moving from Yr. R to Year 1	To collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 after lost	Baseline assessment End of year assessments  Professional dialogue around transition needs.  Gap analysis of the foundation stage curriculum  First half term in	A continuum of Reception created for the first half term with more formal learning being merged in for a strong transition.  Money to be spent on resources and intervention- (Extra claims of	It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of the Foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.	£600	For teachers to have the resources available to continue a play based approach to learning.  Children will have reduced levels of anxiety around the key stage transition.  Children will feel comforted by the familiar approach to learning.	AT/JO

		learning time and for high percentage of children who were working below age ARE.	EY to assess needs.	TA time).				
D	Nursery and Reception Pupils	Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready.	Baselines and general visual assessments  Parent voice	Additional TA to support small group transition for those pupils at early stages of schooling.	(EEF- Guidance)  Smaller numbers in each class to allow more capacity to support learners' needs.	£ 450	Children are well supported to be school ready and catch up on vital stages of early childhood development.  Children's language gap will close.  Children's fine motor development will improve.	ADW
E	Year 1-4	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives	Gaps Analysis using Target Tracker  Professional dialogue	English and Maths Lead given time to analyse curriculums  Allocation of Staff CPD time for 1:1 sessions and Key Stages  Maths and English lead given time to complete 1:1 Curriculum CPD with identified teachers.	(EEF- Support for teachers)  Teachers need to be fully equipped to ensure QFT in every classroom	£300	All teachers have a clear understanding of the curriculum gaps they need to teach.  Teachers will have increased levels of confidence in meeting the needs of their children.  Teachers will improve their coaching and mentoring skills.	RB
F	All Pupils	To ensure that all children make expected or more progress in all curriculum subjects.	Baseline assessments by Autumn 1 half term  Assessment tracking analysis  Flexible assessment for learning	All Teachers will have additional time and support to monitor their specific subject provided by the additional teaching capacity employed by the school	Teachers will have the opportunity to improve subject knowledge.  Improved teacher knowledge the whole school Spiraling curriculum showing a deeper understanding of progress.	£650	Teacher will have greater subject knowledge across all key stages.  Teachers have a deeper understanding of the expectations of progressive skills.	RB

## 2. Targeted academic support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
<b>A</b>	Year 2 who were not on track to pass phonics screening in year 1	Additional phonics teaching and catch up.  Target Extra Phonics teaching time	Baseline assessments	Small group tuition	(EEF- Small group tuition) effective approach Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	£560	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	AW
<b>B</b>	Y2 & 3 Pupils in Maths not on track to meet ARE.	Extra teaching though extending the school day. (15 mins catch-up or confirmation)	Baseline assessment analysis alongside pre pandemic assessment outcomes.  CPD with Maths hub for TA's	Extended day provision to supplement in school activities Small group targeted intervention.	EEF- Small group tuition effective approach (1stclass@number)  Pupils must be middle school ready and to ensure they have additional catch up learning to prepare them for Middle School school EEF- Small group tuition effective approach	£400		AW/JC
<b>C</b>	Yr. 3 & 4 Pupils not on track to be age related at the end of Year 4	Extra teaching and learning opportunities	Last year's assessments KS1 Data Baseline and informal assessment Practice age expected questions	Small Group Tuition	EEF- Small group tuition effective approach  Pupils must be middle School ready and to ensure they have additional catch up learning to prepare them for middle school	£450	Year 3 & 4 pupils catch up and are secondary ready and those who can achieve the expected standard in R,W,M	AW/JC
<b>E</b>	Y3 & 4 Pupils in Maths not on track to meet ARE.	Extra teaching through extending the school day. (15 mins catch-up or confirmation)	Baseline assessment analysis alongside pre pandemic assessment outcomes.  CPD with Maths hub for TA's	Extended day provision to supplement in school activities Small group targeted intervention.	EEF- Small group tuition effective approach  Pupils must be middle school ready and to ensure they have additional catch up learning to prepare them for Middle School school EEF- Small group tuition effective approach	£200		AW/JC

F	Pupils in all year groups with social emotional needs brought about by lack of routine	Small group support and informal counselling support through inclusive practice	By class teachers, teaching assistants, SENDCO and SLT	Small group/ 1:1 intervention by staff for targeted identified needs.	EEF- Small group tuition effective approach  To ensure pupils are confident and mentally ready to learn with strong learning behaviours	£500	Pupils are able to quickly adapt back into routines and access full learning opportunities.  Pupils have greater resilience skills and strategies	SG
G	Pupils in all year groups will develop their physical wellbeing.	Improve physical wellbeing of all pupils.  Increased physical activities through extended daily provision.	Class teachers and SLT.	Extended daily provision to supplement in school activities.  Outdoor learning to provide enhanced opportunities for all groups.		£300	Pupils are able to quickly adapt back into routines and access full learning opportunities.	RB
H	EYFS and KS1 pupils have returned to school with a significant communication barrier.	Additional support to improve expressive and receptive language skills.	EYFS lead, baseline data and class teachers.	Using Talk Boost intervention 1:1 and small group. Using fully trained Eiklan teacher and TA to deliver 1-1 and small group intervention.  School part of EEF – NELI project for early language acquisition.	EEF - supporting Early Language skills.  NELI research project to begin in Spring 2021	£330	Pupils will close the language gap.  Pupils will have improved understanding of reasons, means and opportunities to communicate.  Pupils will have increased levels of confidence and self-esteem.	AW/ADW

### 3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
<b>A</b>	Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through pupil voice, pupil concerns (CPOMS) and SLT	Individual intervention support from NCC and other agencies	High proportion of parents and carers reporting to have Anxiety issues. (1:1/ Group support- EEF)	£250	Additional support available to break down anxiety and ensure pupil attendance	RB
<b>B</b>	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	SLT through conversations and ongoing support	Continue to provide parents with food and uniform from the school and local services – Food Bank/ EY Food Project with Morrisons  Changes in uniform code – shoes/outdoor clothing.	(DFE guidance/ Schools experiences and prior work and pupil premium research)Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning	£200	Pupils are ready to learn, concentration is increased and pupils have good self esteem	RB
<b>C</b>	Disadvantaged Pupils who don't have stationary and resources etc. for completing work from home if forced to self-isolate	Deprivation and financial difficulty	SLT through conversations and ongoing support	Ensure all families have access to resources to work from home when self-isolating  Change to use of IT resources identified by parents as accessible.	(DFE guidance/ Schools experiences and prior work and pupil premium research)  Families don't have equipment and rarely access to the internet for sustained periods of time.	£300	All pupils are able to access comprehensive home learning if having to self-isolate and continued learning can take place.	RB
<b>D</b>	Pupils and parents suffering with mental health problems and anxiety on returning to school and suffering bereavement	Mental health and anxiety support	SLT through conversations and ongoing support	Some staff trained in counselling and able to signpost to appropriate services.	(1:1 support- EEF)Some individual cases of parents and carers reporting to have Anxiety issues.	£100	Additional support available to break down anxiety and ensure pupil attendance	RB