

# Catch up fund strategy statement.

1. Summary information			
School	Bardfield Academy		
Academic Year	2020-21	Total catch up funding budget (summer census)	£33, 040
Total number of pupils	458	Date for next internal review of this strategy	12/20

2. Current attainment at end of Key Stage 2																		
(The following show the new testing arrangement outcomes for the 2014 national curriculum change).	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
% reaching the expected standard in R, W & M	27%			11%			5%			17%			24%			17%		
% reaching the expected standard in reading	34%			18%			18%			38%			52%			29%		
% reaching the expected standard in writing	29%			14%			8%			20%			33%			32%		
% reaching the expected standard in mathematics	41%			25%			7%			28%			40%			36%		
% of children 1 step below age related	15%	17%	8%	14%	14%	14%	17%	28%	25%	20%	13%	15%	19%	28%	34%	10%	20%	17%
% of children 2 step below age related	10%	14%	31%	18%	18%	26%	22%	15%	37%	15%	28%	22%	10%	14%	9%	20%	4%	14%

<b>% of children 3 step below age related</b>	17%	19%	8%	16%	19%	18%	23%	27%	17%	7%	12%	15%	5%	7%	7%	17%	0%	15%
<b>% of children more than 3 steps below step below age related</b>	25%	22%	10%	35%	35%	18%	17%	17%	15%	18%	27%	20%	14%	19%	9%	17%	24%	9%

Barriers		3. Barriers to future attainment			
		Strategy to overcome this	Associated cost	How do we know this is the right strategy (using evidence from research)	Impact we would expect to see
<b>A.</b>	<p>Children have returned to school with significant gaps in their learning in reading, writing and maths.</p> <p>Gap filling interventions groups – Lots of extra individual gaps which may be tricky to cover with the resources available</p>	<p>Additional adult intervention time. Particular gaps are evident in year 2/3/4 where the children have more steps progress to make to reach age related.</p> <p>Qualified teacher will deliver interventions 3x week with identified target children</p> <p>Phonics in year 2 are a particular barrier so in response we will appoint a fixed term TA to deliver phonic interventions in Year 2.</p>	<p>Lauren Songhurst (returning from maternity leave early part time - 3 days a week)</p> <p><b>=£ 15,454.</b></p> <p><b>TA Scale 3 [4-5] Fringe</b></p> <p><b>£9,877.44 - £10,068.84</b></p> <p><b>Phonics Play subscription £60</b></p>	<p>Research from the EEF Covid-19 support or schools confirms that one to one and small group tuition has a significant impact on pupil progress particularly when the communication between staff is effective with both parties having a good knowledge of the children.</p> <p>EF toolkit supports the use of intervention programmes to support those children who have fallen the furthest behind particularly in literacy and maths.</p> <p>Apoooint a TA from Jan - July to deliver phonic interventions and work in acquisition of reading skills.</p> <p>Daily phonics interventions are proven to impact on specific groups from historical school data.</p> <p>Use of technology to support phonics teaching phonics play to be promoted to use at home with parents.</p>	<p>75% of children in these intervention groups will make at least 6 steps progress over the school year. (Start Feb)</p> <p>75% of children in years 4-6 to make at least 7 steps progress over the school year.</p> <p>80% of children who receive phonic support/interventions will pass the phonics check passmark</p>

<p><b>B.</b></p>	<p>Pupils have significant gaps in coverage in reading writing and maths</p> <p>Main areas for concern identified by teaching staff are ability to reason and application of reading/spelling and maths skills.</p> <p>Tracking and assessing with the new range of gaps using WR materials</p> <p>The potential of another lockdown with gaps already outstanding.</p>	<p>White Rose catch up materials which promotes reasoning.</p> <p>Additional subscription to maths Doodle subscriptions extend to Yr 4-6 incase another lockdown will mean all chd 1-6 will be able to access doodle maths (tailored to individual gaps and responded)Testbase subscription - teachers can set tasks on seesaw and chdn can access from home.</p>	<p>£167.97 White Rose reasoning teaching books</p> <p>£810 Doodle subscription extra user licence</p> <p>testbase - £240.00</p>	<p>There is evidence that access to technology has a good impact on supporting pupils learning from home as well as allowing for more personalised interventions through specific subscription based programmes.</p> <p>Disadvantaged pupils with limited access to technology have been highlighted in this study but our allocation of devices for these pupils is in place should further lock downs happen.</p>	<p>Gap analysis after the end of units will show a decrease in gaps and attainment will increase in maths. At least 80% make 6 steps progress</p> <p>Doodle maths will be used by children in Yr 4-6, as a result 40% will make at least 7 steps progress in the yr. (accelerated progress)</p>
<p><b>C.</b></p>	<p>Due to lockdown and school being closed reading books etc were depleted and not returned to school. Need to ensure there are enough quality reading books particularly for KS1 to apply and rehearse phonic skills</p>	<p>Purchase KS1 phonic books to replenish and supplement Ks1 reading scheme books.</p>	<p>£3000</p> <p>EB (TA) claim 2 hours overtime a week for reading in Yr ½ £10.14 an hour (£300 max)</p>	<p>Children will have access to high quality reading books that link to our jolly phonics scheme that allows them to apply their phonics skills - both at home and at school.</p>	<p>Reading in KS1 - More chdn in Yr 1 and Yr 2 working at ARE in reading.</p> <p>Reading ages to accelerate and increase in number of children reading at chronological ages.</p> <p>75% to make at least 6 steps progress. 40% to make 7 steps (accelerated progress)</p>

<b>D.</b>	Faltering Whiteboards impacting on whole class teaching Year R IWB glitchy and poor resolution impacting on chdn having access to high quality resources and models .	Gather quotes on replacing interactive whiteboard	Estimated cost of <b>£2500</b>	Gov research shows use of IWB in lessons pace was faster and teachers using interactive whiteboards after a year of use tended to focus their uptake or follow-up questions on the whole class rather than on an individual student.	Learning behaviours in class will be good - 90% on task and engaging in lessons - seen in drop in sessions,  70% of Chdn in Reception will be achieved in CLL, teaching supported through use of phonics play and use of IWB.
<b>E</b>	After A2 data drop - identify target groups and teachers to lead 1:1 interventions after school - 10 week blocks  Yr 5/6	Spring Term/Summer Term small group interventions.	£ £25 an hour for teachers to lead 1:1/small group after school tuition  <b>(£300)</b>	Small group R/W/ M groups to run afterschool - similar to previous 1:1 gov scheme - teacher led interventions (max 5 in a group) to address specific gaps and increase attainment.	75% of children in these intervention groups will make at least 6 steps progress over the school year. (Start Spring term)
<b>Total expenditure</b>			<b>£32,900.81</b>		