Barlby Bridge Community Primary School Catch Up Funding Plan 2020-21

EEF Recommended Strategy	EEF Rationale	Resource and Implementation	Where is the projected cost?	Expected Impact/Monitoring Focus
One to one and small group tuition	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	• Catch up clubs- Summer term - teacher led-assessment/pupil progress • 20-minute early bird boosters- phonics EYFS/KS1/KS2 • Targeted TA support within class- teacher directed • Pre and post teaching based on assessment - ongoing. • Directed TA hours for 1:1 reading KS1/2 & 1:1 writing feedback KS2. • EAL support for identified children.	Additional TA hours £8,000	Children to make at least expected progress from September 2019 baseline and accelerated progress from September 2020 baseline. Monitoring of teaching and books shows that targeted children are making sustained progress in lessons. Identified children read 1:1 at least 2x per week with an adult. EAL children have additional time with EAL TA Target children identified in Autumn assessment and pupil progress discussions (comparison with September baseline)
Intervention programmes	'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	• English lead to review current interventions and oversee collation of information regarding new and additional interventions. • ATA to lead catch up reading intervention with targeted groups	Cost of Intervention purchases- first class at writing £1000	Identified children make accelerated progress to working at or just below expectations based on starting points. Children are able to demonstrate increased independence within lessons. Monitoring of interventions-English lead and SENCo Monitoring of teaching and books shows that targeted children are making sustained progress in lessons. Children working significantly below based on 2019 assessments and September baselines and identified through pupil progress meetings

Access to technology	'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.'	• Purchase and additional subscriptions to online learning platforms-Reading Planet, Spelling and SPAG Shed, Timestable Rockstars, Phonics Play, White Rose maths, My Maths.	Cost of online platforms £1000	Home learning and homework setting is better supported with online platforms. Families become more familiar with the formats and engagement increases. Platforms can be supported by mobile phone technology. Children make sustained progress in lessons as a result of key skills focus of additional activities. Monitoring of engagement by English and Maths leads and class teachers show that children are accessing the platforms, particularly disadvantaged.
Supporting parents and carers	'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.'	• EYFS Facebook group to support parents with learning at home. • Access to phonics play for all families • The production of 'Phonic kits' for identified families that include a range of resources that can be used at home to support learning. • The purchase of phonic reading diaries for KS1 and developing communication systems between home and school. • Continuing to provide online platforms • The purchase of CGP skills practise books for kS2 • EAL TA to lead short phonic instructional video for EAL families to be used on closed Facebook group	Resources for phonics kits Phonic reading diaries CGP skills practise books £1000	Parents are better supported for home learning Parents are more confident with phonics and supporting children with reading Non technology based learning and skills practise opportunities are provided. Engagement with learning at home increases especially within disadvantaged groups. Data and Pupil progress meetings indicate sustained progress of children particularly from disadvantage groups.

Pupil Assessment and Feedback	Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.	• Phonics tracker purchased and additional pupils from KS2 are added. • NFER- diagnostic assessment tests in Reading, grammar, spelling and writing • Provision of additional adult support in class to support Quality first teaching	Phonics tracker and cost of adding additional pupils NFER tests TA provision to support teacher/pupil feedback time. £1000	NFER data supports the diagnostic assessment of learning gaps. Assessment is focused and boosters are carefully planned and targeted at specific pupil and groups. More pupils benefit from immediate feedback and response opportunities within lesson and under teacher direction-supporting progression.
Supporting Great Teaching	Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for	• Writing- Chalks and equipment in EYFS to support specific children • Phonics word building- magnetic letters • Resources identified to assist with individual learners/groups or where identified SEND need. • Additional iPad, laptops	Class resources Technology Training £2000	Data indicates that children have made accelerated progress from their individual start points Pupil progress meetings highlight focused planning and provision of resources to best support individual children or groups of learners.

example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.	• Staff to attend relevant courses to support pedagogical understanding and research.		