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Catch Up Strategy Sept 2020 – Dec 2021

| Funding information | | | |
|--------------------------------------|------------------------------|---|----------------------|
| Total Funding received: £9440 | Planned spend: £10895 | Date for internal review of this strategy | December 2021 |

From DfE:

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

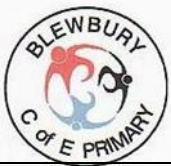
From Education Endowment Fund Guide to Supporting School Planning:

This EEF Guide to Supporting School Planning aims to support school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts.

We recognise that school leaders and teachers will face significant demands on their time as they manage a full-time return to school for all pupils. The needs of pupils and staff are heightened by the logistical challenges of providing safe school sites and more.

There is no adequate evidence base to steer the many logistical challenges schools face, but there is evidence that reiterates the importance of great teaching to support all pupils, especially the most disadvantaged.

| Planned expenditure | | | | | |
|---|--|---|-----------------------|---|--|
| 1. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/ approach | What is the evidence and rationale for this choice? | Staff Lead/ timescale | Cost | When/ how will you review implementation? |
| Ensure all Reception and KS1 pupils have a secure phonic knowledge and can apply phonic skills to ensure they can | Additional Phonics Phase sessions – this will enable all phonics groups to be smaller 3 times a week. Additional phonics | Early assessments show that children need to have an increased focus on high quality phonics teaching to address gaps and ensure they catch up. | JR, LA, KW, | Additional teacher support with phonics assessments - | Phonics assessments will be regularly reviewed. Every two weeks for children who have been identified as |



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| achieve ARE in reading and writing. | sessions remotely to address gaps in knowledge and skills. Following whole school reading action plan with an increased focus on daily individual reading and improved home – school engagement. | Evidence shows that there needs to be an increased focus on daily reading and exposure to high quality texts. | | TA hours - £1275 | significantly behind (those who did not reach the standard on the screening test). |
|-------------------------------------|--|---|--|------------------|--|

| 2. Targeted academic support | | | | | |
|--|--|--|---|-----------------------|---|
| Desired outcome | Chosen action/ approach | What is the evidence and rationale for this choice? | Staff Lead/ timescale | Cost | When will you review implementation? |
| Accelerate reading progress and confidence for identified pupils | Mylexia software – 50 licenses to be used throughout the school. License runs for 3 years. | Mylexia comes recommended by other ODST schools who have been using it for a while. After initial assessment the programme generates progressive reading challenges for each child tailored to their needs. Pupils can also log on and access the programme from home. | JR and LA JR – Lexia Coordinator – Key Stage 1 | £3850 for three years | Termly in line with other assessment data drops |



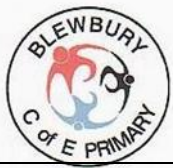
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| Accelerate progress and narrow gaps for pupils across the school by quickly identifying gaps and narrowing them with responsive teaching and targeted support. | Additional TA hours to run specific intervention programmes: – precision teaching/ maths fluency group/ focused guided reading group | Current support staff already have positive relationships with pupils. Pupils respond well to immediate support to address misconceptions. Precision teaching – short term intervention with proven track record based on overlearning and repetition to support long term memory. | JR and LA Curriculum Leads | TA hours to release teachers and deliver interventions. £4315 | Pira and Puma tests 3X per year. Diagnostic tests Assessment data |
|--|---|---|-----------------------------------|--|--|

3. Wider strategies

| Desired outcome | Chosen action/ approach | What is the evidence and rationale for this choice? | Staff Lead | Cost | When/ how will you review implementation? |
|---|---|---|---------------|-------|--|
| Improve emotional wellbeing of identified KS2 pupils to support their behaviours for learning | Drawing and talking/ emotional literacy support. Reflection sessions and outdoor sessions. | Emotional literacy support is delivered by ELSA – who builds good relationships with children and families and is focused on well-being and emotional literacy. | EW, JR and LA | £1455 | Individual pupil records and observations – half termly Case studies linked to well-being and engagement. |



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