

School information			
School	Swaffham CE Primary Academy		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£18, 430 (Oct 2020 census)
Total number of pupils	219	% Disadvantaged Pupils	35%

Contextual Information (if any)
The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Our teacher and PIXL assessment has identified the following areas of catch- up need: Maths Specific content has been missed as a result of the March 2020 lockdown, leading to gaps in learning. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in 'PIXL' assessments. Writing Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting standards have slipped and some spelling rules were not taught. Reading Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Several Year 3 entered without passing KS1 Phonics screening and there are gaps in phonics knowledge. Non-core There are significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum Mental health and well- being The loss of a regular routine has had an impact on some children- not being able to mix with their peers and experience the social and emotional aspects of being in school. Children are in good spirits and pleased to be back in school however their usual school routines have changed. Parents are not able to come into school and share in their child's learning as they did pre- lockdown.

Summary of Key Priorities Based on EEF research and DfE expectations for allocation of spending	
A.	Priority 1: Targeted support (including small group and 1:1 tuition) for disadvantaged pupils.
B.	Priority 2: Targeted support (including small group and 1:1 tuition) for all pupils who have fallen behind.
C.	Priority 3: Investment in IT based solutions to support priorities 1 and 2, including building a sustainable approach to supporting pupils both in school and out of school.
D.	Priority 4: Implement a whole school approach to assessment in literacy and mathematics to identify gaps in learning and identify pupils who are likely to benefit from additional catch up support.

Summary of Expected Outcomes	
A.	By the end of Summer 2021, disadvantaged pupils will be closely in line with non-disadvantaged pupils as evidenced by case studies, assessment data and pupil books.
B.	By the end of Summer 2021, those pupils who were identified as falling behind at baseline (October 2020), or over the course of the year, will have caught up in the core subjects as evidenced by assessment data and pupil books.
C.	By end of summer term, IT based solutions will be in place to support A and B.
D.	As per B above + embedded whole school assessment system ensures that all children make good progress in their learning year on year.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES

EEF recommendations: Supporting great teaching ➤ Pupil assessment and feedback ➤ Supporting remote learning

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Effective Diagnostic Assessment	Purchase PiXL for whole school Assessment package. Continue to train all staff in using PiXL package across the academic year including forensic data analysis. Update Assessment Procedures in line with PiXL assessments and share expectations with staff. Release time for Raising Standards Lead responsible for promoting PiXL to work with WLT to drive forward these actions. Following assessment schedule, teachers to forensically analyse QLA data to inform whole class and specific groups/children's gaps in learning.	All pupils Disadvantaged pupils B1 focus children (identified as having gaps in learning)	Gaps in learning will be addressed through whole class and small group intervention (book looks/data/progress meetings) By end of summer term, the majority of B1 children will make progress and be assessed as working at expected standard in core subjects	NK GM HF LF	Termly: - Moderation in core subjects - Termly teacher assessment data analysis - Forensic analysis of PiXL QLA analysis - Termly Pupil progress meetings Regular: - Lesson drop ins and observations - Book looks (COVID allowing)		£2700 (PP funded) £500 (training costs include supply)
Support for Remote Learning - T and L	Seek staff, pupils and parents' views to develop a whole school Remote Learning Policy. Remote learning policy shared with all stakeholders and regularly reviewed. Train all staff in delivering remote learning including access and using Class DOJO/ recorded videos and explore assessment opportunities including kahoots and other low stake quizzes.	All pupils	In the event of local, national or group lockdown, all pupils will have remote learning provided which is in line with the school curriculum.	NK HF LF SR LW	Pupil participation and engagement during lockdown recorded by teaching staff and TAs. Effective form of assessment is in place for pupils accessing learning remotely.		£250

QFT for all and a focus on professional development	Engage with VNET EEF QFT project. Performance appraisal and drop ins/lesson observations/ book looks to identify individual strengths and areas to develop within teaching and learning. Develop whole school professional development programme based on components of QFT. Staff training on assessment throughout school year including PiXL and developing whole school updated Feedback Policy. Early career teachers to be appointed an experienced mentor to support and improve teaching practice.	All pupils	QFT is embedded across the sch and pupil outcomes improve Lesson observations, books looks and drop ins demonstrate clarity of approach in all classrooms.		Regular: - Lesson drop ins and observations - Book looks (COVID allowing)		£300 (part of VNET subscription) 1000
Cost - Sub-totals							£1050
Total budgeted cost for Strand 1							£1050

STRAND 2: TARGETED SUPPORT

EEF recommendations: One to one and small group tuition ➤ Intervention programmes ➤ Planning for pupils with Special Educational Needs and Disabilities (SEND)

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
High quality small group and 1:1 tuition	PiXL assessments used to identify children who are at risk of falling behind in reading, writing, SPAG or maths. NTP – Third Space Learning for cohort in Year 6 and then year 5 (Maths) 1:1 maths tuition Purchase Chrome books + trolley-30 (English) 2 x 40 minute intervention sessions per week to take place with a focus on specific area identified through forensic data analysis. After school SATS boosters (2 x 30 min session a week costed)	Year 5 and 6 – Pupil premium and those who are identified as falling behind	By the end of summer term, B1 pupils to be assessed as Expected. By the end of summer term, A2 pupils to be assessed as Greater Depth. Pupil premium children to have made progress from baseline (evidenced by books, data and PiXL assessments).	GM HF LF NK	Termly: - Moderation in core subjects - Termly teacher assessment data analysis - Forensic analysis of PiXL QLA analysis (KS2 papers) - Pupil progress meetings Regular: - Booster drop ins - Pupil perception on impact - Book looks (COVID allowing)		5720 + 7547 = 13267 £1680 (based on £30 per hr cost over 28 wks) £630 (based on £30 per hr cost over 21 weeks)

High quality TA targeted support and professional development	Audit of TA skills/strengths and areas for development. Train TAs in delivering high quality targeted support using PiXL therapies and other in school intervention strategies (including SEMH) and supporting great teaching. TAs to deliver high quality targeted support to small groups of children in core curriculum areas- PiXL Therapies. Ensure TAs are effectively deployed for maximum impact to pupils. Develop approach to ensure teacher and TA feedback on groups learning and progress.	All pupils Pupil Premium B1 focus children (identified as having gaps in learning)	Gaps in learning will be addressed through whole class and small group intervention (book looks/data/progress meetings) By end of summer term, the majority of B1 children will make progress and be assessed as working at expected standard in core subjects		Termly: - Moderation in core subjects - Termly teacher assessment data analysis - Forensic analysis of PiXL QLA analysis - Pupil progress meetings Regular: - Drop ins to interventions		£550
High quality phonics/early reading intervention	Jolly Phonics training for staff High quality phonics intervention after school intervention, led by English Lead/ TAs, 30 minutes per week. Additional training to be provided to staff leading the intervention.	Targeted pupils in Years 3, 4 and 5 based on teacher and phonics assessments. Pupil premium children to be prioritised for allocated place.	Year 3 – pupils rechecked on phonics screening internally.		Half termly: Phonics check data analysis		£534- how much is this?
Cost - Sub-totals							£16661
Total budgeted cost for Strand 2						£16661	

STRAND 3: WIDER STRATEGIES

EEF Recommendations: Supporting pupils' social, emotional and behavioural needs ➤ Supporting parent and carers ➤ Access to technology

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting pupils social, emotional and behavioural needs	Prioritise supporting pupils SEMH on the return to school through our Recovery Curriculum- purchase resources/ PD time. Ensure class room environments and outdoor spaces support positive mental health- use of 'safe spaces' where appropriate- resources. NB- gazebos = SPG/PP fund. Weekly SAFs Team meeting to discuss needs/ monitor and review interventions. Continue to engage with The Link Programme, Mental Health Champion Initiative and attend and disseminate training. Well-being will continue to be a focus for our WLT. We will ensure a shared language. Presence on gate – members of the SAFs will be on hand each morning to support any pupils with emotional need.	All pupils Disadvantaged pupils	Majority of pupils feel safe and happy to be at school. Case studies of individuals show children who require additional support accessing support provided.		Pupil questionnaires Case studies tracking academic and social, emotional and mental health across year. Motional tracking – assessments (SEMH assessment tool).	Staffing costs. £12,900 (SPG funded + sch budget)	£500- resources and training.
Communicating and supporting parents – sustaining parental engagement	Develop a clear plan for communications with families across the academic year. Use a variety of platforms including DOJO- and use of video through DOJO, email, letters. Purchase cameras/ additional l pads to enable photos/ videos to be made. Introduce social media to communicate more effectively to the wider community. Ensure clear expectations are shared with whole school community regarding expectations (user	All pupils	Parents are engaged and feel they are communicated effectively.		Parent questionnaires Parent testimonials		£220

	agreements). Purchase cameras to support this. Provide bespoke virtual support sessions for parents to help their children at home – phonics.						
Supporting accessing remote learning	Parent questionnaire to elicit who has access to online remote learning. Develop a package of remote learning, including paper-based learning for all eventualities. Apply for additional IT support from the DfE. Identify most vulnerable pupils and support with technology. Attend webinars and secure further staff training as appropriate.	Pupils with limited technology	In the event of local, national or group lockdown, all pupils will have remote learning provided which is in line with the school curriculum.		Pupil participation and engagement during lockdown recorded by teaching staff and TAs.		photocopying /additional books DfE funded laptops.
Cost - Sub-totals							£720
Total budgeted cost for Strand 3						£720	

Financial Summary

Cumulative Sub-total for all strands		£18431
Total budgeted cost for all strands	£18431	