



Wallsend Jubilee Primary School – Catch Up Funding (Covid-19)

The government has allocated £80 per pupil to support catch-up initiatives following the September reopening of schools. This strategy provides information about where the money will be targeted and the intended impact.	
Total number of pupils on roll (Autumn census- Reception to year 6)	346
Proportion of pupil premium pupils, Reception to year 6	28%
Proportion of SEND pupils, Reception to Year 6	13%
Catch up allocation	£15493 (7/12ths) (£26559 full allocation)
Delivering the intentions	A trained/experienced teacher will be employed full time for 1.5 terms to deliver quality interventions across the school. Additional teaching assistant time will be provided where a need is identified. Increased hours for sports coach to deliver physical, mental health and wellbeing support. Behavior attendance and support officer to provide support for attendance, mental health and wellbeing. EYFS staff offering provision of NELI (Nuffield Early Language Intervention). EYFS staff offering Foundations for Learning Research approach. Year 1 staff complete and implement Launchpad for literacy intervention. (Spring 1)
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Review Date	17th December 2020 , February 2021, July 2021
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Governor monitoring	Adam Stubbs (vice chair)
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Priority Areas for Catch Up Funding
<p><u>Priority 1</u> Pupil mental, health and wellbeing in reception to year 6 pupils</p> <p><u>Priority 2</u> Physical development, fine and gross motor skills in reception and year 1</p> <p><u>Priority 3</u> Early language acquisition in Reception and year 1</p> <p><u>Priority 4</u> Phonics catch up in year 1, 2 and 3</p> <p><u>Priority 5</u> Reading intervention in year 4, 5 and 6</p> <p><u>Priority 6</u> Basic skills in the 4 calculations in mathematics and fractions in year 4, 5 and 6</p>

Catch up funding initiatives				
Chosen Action/Approach	Who	Expected impact	Success Criteria	Outcome Jan/July 2021
1.1 Foundations for Learning approach adopted in EYFS/Year 1. Whole cohort approach and targeted support for those identified in base line assessment	EYFS and Year 1 team	Staff team are confident in the delivery of the approach and are able to accurately baseline and assess the children	Pupils are more resilient to change, are able to socialise more actively, to take turns and begin to show empathy to their peers	
1.2 Cohort, small group and individual needs identified prior to return to school and during return.	LB	Anticipated needs are successfully identified prior to and in the return to school.	Pupils are able to explore their own needs, and have strategies which	

Specific daily/weekly intervention year 2 to 6		Intervention targets the specific needs of pupils	enable them to 'cope' and make good progress in school	
1.3 Attendance monitored and support offered to individuals with identified needs	LB	Anticipated poor attendance is identified prior to and on return to school. Parent support in place where necessary	Whole school attendance, without Covid related attendance is at or above 96%	
2.1 Outdoor classroom implemented in year 1 for physical development of fine and gross motor skills Baseline assessment of gross motor skills to be taken of year 1 pupils. Linked to early learning goals.	Year 1 team PL	Outdoor classroom open from day 1 accessed all day by pupils. Intervention targeted at identified pupils and supported by PE coach PL and TA's	All pupils make good progress from their baseline assessment. Identified pupils make rapid progress from their baseline.	
2.2 Sports coach employed 3 mornings to implement gross motor physical development in reception and year 1 Spring Term Sports coach employed 4 mornings to implement gross motor physical development in reception and year 1	PL	Weekly additional physical activities are delivered by PL with a focus on gross motor skills	All pupils make good progress from their baseline assessment. Identified pupils make rapid progress from their baseline.	
2.3 Small groups intervention and strategies to improve fine motor skills	EYFS and Year 1 team	Pupils will engage daily with cutting, play doh manipulation, drawing, writing etc	All pupils make good progress from their baseline assessment.	

Baseline assessment of cutting and handwriting to be taken of year 1 pupils. Linked to early learning goals.		lead by an experienced teacher/TA. Additional intervention will be given weekly to pupils who have regressed or made little progress since leaving school March 2020	Identified pupils make rapid progress from their baseline.	
3.1 Nuffield Early Language Intervention implemented in EYFS and year 1 Spring 1 staff meeting time dedicated to EYFS study and implementation of NELI	EYFS and Year 1 team	EYFS and Year 1 staff will be confident in the delivery of the NELI approach both as a cohort intervention but also for specific pupils whose needs have been identified by baseline assessment. Intervention will be delivered by trained staff to specific children.	Identified pupils will make at least good progress, from their baseline, in their language acquisition	
4.1 Assessment made of baseline phonics knowledge retained from previous year group. Cohort, group and individual needs identified year 1,2 and 3 Analysis of year 1 phonics and reading assessments	Year 1, 2 and 3 team	Baseline made of all pupils to identify gaps in learning, regression and limited progress	Children are grouped appropriately to access phonic intervention that meets their identified starting point.	Year 2 phonics test November 2020 75% achieve pass mark. 10 pupils did not pass and will re-sit summer 2021

4.2 Daily cohort phonic intervention by class teacher and fully trained teaching assistants 7 staff members to offer small group phonics and reading intervention to year 1 pupils for 40 minutes per day	Year 1, 2 and 3 team	30-minute phonic lesson daily by class teacher and TA's	All pupils to make at least good progress from their baseline assessment	Assessments have been completed to regroup pupils to suit their current needs.
4.3 Daily small group/individual intervention for children with gaps in phonic knowledge 7 staff members to offer small group phonics and reading intervention to year 1 pupils for 40 minutes per day	Year 1, 2 and 3 team	Weekly intervention for small groups or individual pupils access additional phonics teaching	Identified pupils to make rapid progress and reduce the gap in learning	
5.1 Baseline assessment made of reading to highlight children in year 4, 5 and 6 who have regressed or made little progress PIRA age-appropriate tests implemented December 2020	Year 4, 5 and 6 team	Baseline made of all pupils to identify gaps in learning, regression and limited progress	Children are grouped appropriately to access reading intervention that meets their identified starting point.	
5.2 Launchpad for literacy implemented to identify specific reading gaps in individual children year 4, 5 and 6	SF LH	Launchpad used to identify the reading gaps for identified pupils.	Resources used to narrow the gap are specific to the need identified using the literacy launchpad	
5.3 Intervention by catch up teacher in year 4, 5 and 6 Autumn 2 Year 6CA only, due to pupil and staff self-isolation Spring 1 weeks 1-6: year 6 am year 5 pm	SF LH	Intervention 1:1 and small group by intervention teacher for 3 weeks on a twice weekly basis to reteach/recap the identified gaps in learning	Pupils will make at least good progress from their baseline assessment Year 6 pupils make expected progress in their SAT's	

5.4 Oxford owl reading log ins bought for all children to access a wide range of reading books remotely	SF	All pupils have access to remote reading	All pupils who can access remote learning are using the resources to enhance learning in school	School upgraded subscription to access more e-books
5.5 Reading books purchased to supplement good quality home and school reading books in EYFS and Year 1	SF	Books in school meet the identified needs of the pupils. Staff can identify accurately the appropriate book for a pupil from their baseline assessment.	Pupils will make at least good progress from their baseline assessment	Read, Write Inc home reading books purchased and now used from reception to year 2 alongside current school reading books
6.1 Baseline assessment made of mathematics to highlight children in year 4, 5 and 6 who have regressed or made little progress PUMA age-appropriate tests implemented December 2020	Year 4, 5 and 6 team	Baseline made of all pupils to identify gaps in learning, regression and limited progress	Children are grouped appropriately to access math's intervention that meets their identified starting point.	
6.2 Intervention by catch up teacher in year 4, 5 and 6 in basic skills, calculation and fraction Autumn 2 Year 6CA only, due to pupil and staff self-isolation Spring 1 weeks 1-6: Year 6 am	JM LH	Intervention 1:1 and small group by intervention teacher for 3 weeks on a twice weekly basis to reteach/recap the identified gaps in learning	Pupils will make at least good progress from their baseline assessment Year 6 pupils make expected progress in their SAT's	
6.3 Hi 5 recap intervention daily in all cohorts year 1 to year 6 Year 3 and 4 focus on Number and addition/subtraction as identified in gap analysis	Year 1 to 6 team	Daily Hi 5 intervention in all classes which recaps and reinforces mathematical basic skills	Pupils will make at least good progress from their baseline assessment	

			Year 6 pupils make expected progress in their SAT's	
6.4 Multiplication gaps identified in year 3, 4 and 5	Year 3,4 and 5 team	Baseline made of all pupils to identify gaps in learning, regression and limited progress	Pupils targeted appropriately to ensure good progress	
6.5 Daily times tables practice in all year group	Year 1 to 6 teams	Daily times table 15 minutes lesson to address the gaps in learning and to target the year group objectives	Pupils make at least good progress in times tables from baseline assessment Year 4 pupils make expected progress in the times tables check	
6.6 Times tables rock stars log ins purchased to allow all children to access times tables practice remotely All pupils to access the online times tables rock stars APP and complete tasks set by the teacher	JM	All pupils have access to remote maths	All pupils who can access remote learning are using the resources to enhance learning in school	