



Brackenwood Junior School Catch Up Funding Plan

NUMBER OF PUPILS REQUIRING SUPPORT (Children who baselined below Age-Related Expectation in September 2020)	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reading	23	19	9	12
Writing	24	20	13	11
GAPS	24	20	13	11
Maths	30	22	8	7
TOTAL FUNDING RECEIVED:	£14, 900			
TOTAL PLANNED EXPENDITURE:	£27, 092			
DATE OF PLAN	SEPTEMBER 2020 (updated April 2021)			
REVIEW:	MARCH 2021			

Planned Expenditure for 2020-2021					
Aims	Desired Outcomes	Rationale	Action and Intervention	Cost	Lead
MENTAL HEALTH Teaching and Whole School Strategies Address the mental health needs of all pupils with the transition back into school Post-Lockdown Targeted Support Provide targeted support to individual pupils who require additional mental health support.	* The vast majority of pupils make a successful transition back to school. * Pupils who require it receive the support they need to overcome the challenges presented by the reopening of schools.	Children suffering with mental health issues are not ready to learn, and these issues need to be addressed for successful learning to take place.	* Teach a programme of mental health lessons, including bereavement, to all children in all classes upon school reopening. * Provide 1-1 ELSA support weekly * Provide 1-1 Thumbs Up support weekly * Employ additional TA1 x 2 to support specific pupils with return to school.	£900 £250 £15000	LT
READING Teaching and Whole School Strategies Provide support for all pupils with reading to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year. Targeted Support Provide additional support with reading for all pupils who need to catch up. Wider Strategies	* Proportions of pupils reaching age-related expectations in reading recover to at least National Average in all classes and year groups. * Pupils who have fallen behind with their reading demonstrate accelerated	Reading must be prioritised in order to ensure that pupils are able to access all other areas of the curriculum successfully * Children who are unable to read fluently will struggle to make expected levels of progress across other areas of the curriculum.	* Baseline assessments and fluency tests completed to identify learning gaps, inform planning and identify pupils for support. * Reading lessons taught daily in all classes, incorporating phonics and comprehension strategies. * Additional reading lessons timetabled and taught. * Additional or existing resources allocated to areas of greatest identified need. * Reading intervention map developed to ensure identified pupils receive 1-1 daily support. * Reading Wise accounts established. * PM Benchmarking training provided	IPADS: £4000 Bug Club: £1157 Pathways to Write: £945	SL

<p>Purchase IPADS to enable pupils to access Reading Wise during the school day. Purchase Pearson Active Learn Bug Club to provide online reading resources for all pupils. Purchase Reading Wise Purchase Read, Write Inc. Phonics</p>	<p>progress and catch up with their peers over time.</p>	<p>* Reading Wise and RWI phonics are both interventions which have been substantially researched and have a proven impact on pupil progress.</p>	<p>* PM Benchmarking diagnostic assessments completed for all pupils requiring additional support to identify fluency and comprehension levels. * Phonics assessments completed for all children in Y3 and Y4 * RWI Phonics introduced in Year 3 and 4</p>	<p>Reading Wise: £1500 RWI Phonics: £800</p>	
<p>WRITING Teaching and Whole School Strategies Provide support for all pupils with reading to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year.</p> <p>Wider Strategies Purchase Pathways to Write scheme.</p>	<p>* Proportions of pupils reaching age-related expectations in writing recover to at least National Average in all classes and year groups.</p>	<p>Writing is the area of the core curriculum which may have been affected more heavily than the others, due to restricted opportunities to write during the Lockdown period.</p>	<p>* Writing lessons taught in all classes on a daily basis * Additional writing lessons taught in afternoons as appropriate * All children assessed against end of year expectations to identify learning gaps. * Pathways to Write purchased</p>	<p>Pathways to Write: £945</p>	
<p>MATHS Teaching and Whole School Strategies Provide support for all pupils with maths to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year.</p> <p>Targeted Support Provide additional support in Maths for all pupils who need to catch up, through the National Tutoring Programme, Catch Up Numeracy and extended school day provision.</p> <p>Wider Strategies * Mathletics resource purchased to provide access to additional activities at home and to enable pupils to catch up. * Times Table Rock Star and Numbots resources purchased in order to provide pupils with online resources to practise times tables.</p>	<p>* Proportions of pupils reaching age-related expectations in maths recover to at least National Average in all classes and year groups.</p> <p>* Individual pupils who have developed learning gaps in maths make accelerated progress and catch up with their peers over time.</p>	<p>* The recovery curriculum is prioritising the core skills of reading, writing and maths in order to ensure pupils catch up as quickly as possible in these areas.</p> <p>* The school is focussed on identifying learning gaps in all the core areas of the curriculum and on ensuring that no child falls behind.</p> <p>* The National Tutoring Programme and Catch Up Numeracy are both strategies endorsed by the EEF and DFE and have a proven track record of impact on pupil progress.</p>	<p>* Baseline assessments completed on pupils' return to school to identify learning gaps and inform recovery curriculum planning. * Q by Q analysis completed on assessments to identify learning gaps that have developed throughout Lockdown. * Additional maths lessons timetabled. * Additional resources allocated to greatest identified need. * Mental Maths Audits completed * School based Ten a Day Maths programmes followed to ensure pupils are able to practice skills on a daily basis. * High levels of parental engagement sustained for identified pupils who require additional homework tasks. * National Tutoring Programme established for 12 pupils in Y3 and Y4 below or working towards ARE. * Catch Up Numeracy Training attended and intervention in place to support 8 children in Y3 and Y4 below or working towards ARE.</p>	<p>Mathletics: £500 TTRS: £240 Catch Up Numeracy Training: £900 National Tutoring Programme: £900 Extended School Day: 2 x TA3: £400</p>	<p>CB</p>
<p>DEVELOPING PEDAGOGY Teaching and Whole School Strategies Engage in MAT wide CPD in order to develop understanding of the use of questioning.</p>	<p>* Effective questioning is used in all classrooms by all teachers to inform further teaching and deepen children's thinking.</p>	<p>* Teachers should use questioning to ensure that pupils have a good understanding of what has been taught in lessons and to improve pupils' memory skills by encouraging deeper thinking about conceptual ideas.</p>	<p>* Teachers and Teaching Assistants have attended MAT wide CPD. * School-based leading practitioners deliver ongoing CPD to staff and provide additional support for teachers. * Regular monitoring shows that effective questioning is used consistently in all classes.</p>	<p>No costs</p>	<p>CH / CD</p>

INITIAL REVIEW (December 2020)

Aims	IMPACT																													
<p>MENTAL HEALTH Teaching and Whole School Strategies Address the mental health needs of all pupils with the transition back into school Post-Lockdown</p> <p>Targeted Support Provide targeted support to individual pupils who require additional mental health support.</p>	<ul style="list-style-type: none"> * Programme of mental health lessons, including bereavement, delivered to all classes upon return to school in September; the vast majority of pupils made a successful transition back to school. * Six children were supported with ELSA from September through to December. * Two children have received support through the Thumbs Up programme. * Two additional TAs have been employed by the school to support individual pupils * Impact of this level of support on individual pupils is held by the school. 																													
<p>READING Teaching and Whole School Strategies Provide support for all pupils with reading to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year.</p> <p>Targeted Support Provide additional support with reading for all pupils who need to catch up.</p> <p>Wider Strategies Purchase IPADS to enable pupils to access Reading Wise during the school day. Purchase Pearson Active Learn Bug Club to provide online reading resources for all pupils. Purchase Pathways to Write scheme. Purchase Reading Wise Purchase Read, Write Inc. Phonics</p>	<p>December 2020:</p> <table border="1" data-bbox="882 421 1391 715"> <thead> <tr> <th rowspan="2">Class</th> <th colspan="2">PROPORTION OF PUPILS REACHING PASS MARK</th> </tr> <tr> <th>BASE</th> <th>DEC</th> </tr> </thead> <tbody> <tr> <td>3D</td> <td>41%</td> <td>75%</td> </tr> <tr> <td>3W</td> <td>40%</td> <td>37%</td> </tr> <tr> <td>4C</td> <td>63%</td> <td>69%</td> </tr> <tr> <td>4L</td> <td>50%</td> <td>57%</td> </tr> <tr> <td>5K</td> <td>67%</td> <td>70%</td> </tr> <tr> <td>5W</td> <td>76%</td> <td>86%</td> </tr> <tr> <td>6B</td> <td>59%</td> <td>58%</td> </tr> <tr> <td>6W</td> <td>71%</td> <td>81%</td> </tr> </tbody> </table> <p>April 2021: A One Page Impact Report has been written to demonstrate the effectiveness of the strategies used support catch up in reading.</p> <div style="text-align: center;">  Reading Impact Statement.docx </div>	Class	PROPORTION OF PUPILS REACHING PASS MARK		BASE	DEC	3D	41%	75%	3W	40%	37%	4C	63%	69%	4L	50%	57%	5K	67%	70%	5W	76%	86%	6B	59%	58%	6W	71%	81%
Class	PROPORTION OF PUPILS REACHING PASS MARK																													
	BASE	DEC																												
3D	41%	75%																												
3W	40%	37%																												
4C	63%	69%																												
4L	50%	57%																												
5K	67%	70%																												
5W	76%	86%																												
6B	59%	58%																												
6W	71%	81%																												
<p>MATHS Teaching and Whole School Strategies Provide support for all pupils with maths to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year.</p> <p>Targeted Support Provide additional support in Maths for all pupils who need to catch up, through the National Tutoring Programme, Catch Up Numeracy and extended school day provision.</p> <p>Wider Strategies * Mathletics resource purchased to provide access to additional activities at home and to enable pupils to catch up. * Times Table Rock Star and Numbots resources purchased in order to provide pupils with online resources to practise times tables.</p>	<p>DECEMBER</p> <table border="1" data-bbox="882 1018 1451 1204"> <thead> <tr> <th></th> <th>SEPTEMBER BASELINE</th> <th>DECEMBER</th> </tr> </thead> <tbody> <tr> <td>YEAR 6</td> <td>71%</td> <td>65%</td> </tr> <tr> <td>YEAR 5</td> <td>78%</td> <td>81%</td> </tr> <tr> <td>YEAR 4</td> <td>44%</td> <td>54%</td> </tr> <tr> <td>YEAR 3</td> <td>21%</td> <td>52%</td> </tr> </tbody> </table> <p>April 2021: A One Page Impact Report has been written to demonstrate the effectiveness of the strategies used support catch up in maths.</p> <div style="text-align: center;">  Maths Impact Statement.docx </div>		SEPTEMBER BASELINE	DECEMBER	YEAR 6	71%	65%	YEAR 5	78%	81%	YEAR 4	44%	54%	YEAR 3	21%	52%														
	SEPTEMBER BASELINE	DECEMBER																												
YEAR 6	71%	65%																												
YEAR 5	78%	81%																												
YEAR 4	44%	54%																												
YEAR 3	21%	52%																												

<p>4. Provide support for all pupils with maths to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year.</p>	<p>* Progress made by cohorts of pupils from September baselines through to December are presented below:</p>
<p>DEVELOPING PEDAGOGY Teaching and Whole School Strategies Engage in MAT wide CPD in order to develop understanding of the use of questioning.</p>	<p>* Teachers and teaching assistants have attended MAT based CPD on questioning.</p>