



Heckington St. Andrew's C of E Primary School



Catch Up Funding Strategy Statement 2020-21

School	Heckington St. Andrew's	School Strategy Leader	Judith Bentley
No. of Eligible Pupils¹	179	Total Allocation²	£13,280

1 Teaching

Quality First Teaching – teaching at least good across school.

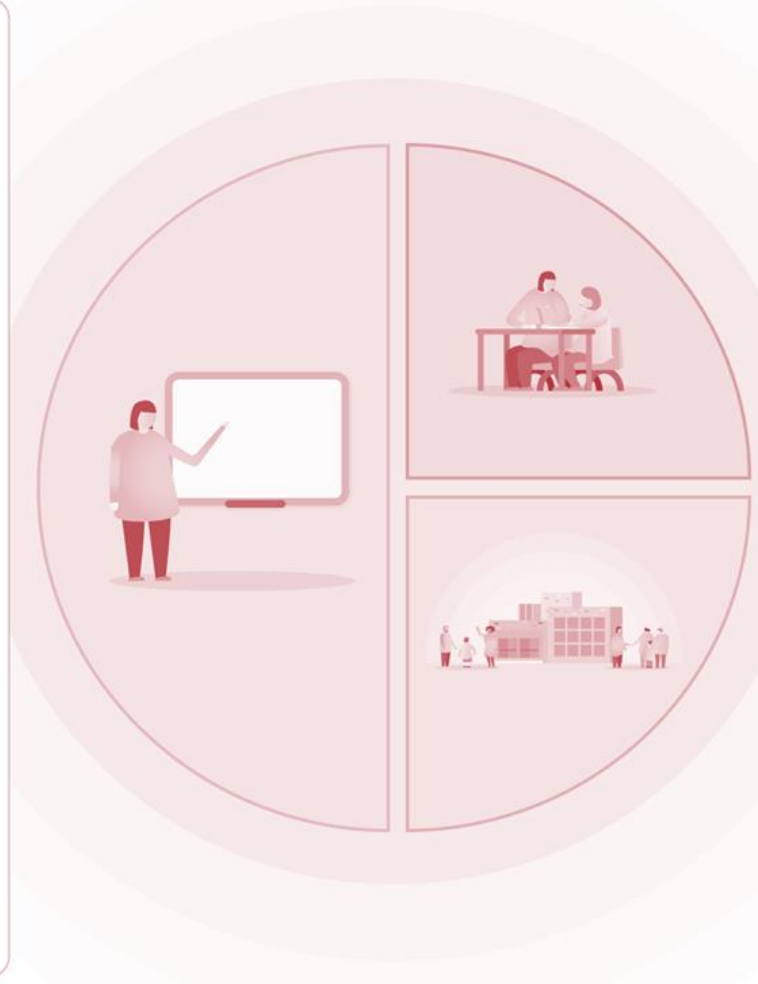
Professional development identified during appraisal cycle and training needs put in place.

Supporting Early Career Teachers through early adoption of Early Career Pathway.

Assessment embedded across school through use of NFER (summative national standards) and Star Maths and Reading to inform next steps and to inform planning.

High expectations of all of our pupils including SEND and PP.

Effective remote learning plans in place to ensure no learning is lost due to self-isolation or a positive case.



2 Targeted academic support

Use of GAP analysis from baseline assessments leading to:

- Structured interventions
- Small group tuition
- 1:1 maths tuition using Third Space Learning
- Effective deployment of Teaching Assistants
- Phonics 1:1 coaching
- Reading interventions using Star Reading assessments

3 Wider strategies

Sustaining parental engagement through use of Seesaw

Social and emotional learning through quality PSHE curriculum

Reinforcing behaviour routines and 5Rs (including 5Rs week at the start of every half term)

Use of CASY, ELSA and Play therapy to support SEMH

¹ Eligible Pupils include Year Reception – Year 11

² Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

1. Teaching

	Identified Pupil Group	Pupil need/s	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Years 2 – 6	Reading	Accelerated Reader including star reading assessment	Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning. A comprehensive set of reports reveals how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction.	£1,974.02 including AR training	Use of accelerated reader alongside star reading assessment, which can be used for targeted intervention, will have a positive impact on reading attainment and progress from Year 2 – 6.	TF
B	Years 1 – 6	Maths	Explicit Instruction following MNP Scheme through a range of teacher-led approaches such as teacher demonstrations, guided practice and independent practice	Explicit Instruction helps children to know more and remember more and will help to develop independent learning.	Nil as scheme has already been purchased	Use of explicit teaching will help children to make progress and attainment at the end of Year 2 and Year 6 will be in line with national or better 80% of pupils across school will have made expected or better progress across the year	CF
C	All Years	Writing	Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures.	Our baseline writing assessment has shown that there has been some slippage in the quality of writing across school. Through explicit teaching, modelling and engaging texts, our aim is to close the gap quickly and ensure that writing	None	Use of opportunities across the curriculum will help children to make quick progress and close the gaps and to ensure that the attainment at the end of Year 2 and Year 6 will be in line with national or better.	TF
D	EYFS / Year 1	Phonics	Read, Write Inc. Phonics Scheme	RWI Phonics Scheme is a proven, government recommended scheme that helps children to learn phonics systematically which in turn helps them to read accurately and fluently along with developing letter formation, spelling and writing composition.	Nil as scheme has already been purchased	Phonics data when children take the phonics-screening test will be in line with national or better. 80% of pupils in Year 1 and Year 2 will have made expected or better progress across the year	JB
E	Years 2 - 6	Identifying and closing the gaps so that good progress is made in reading and maths.	Use of Star Maths and Star Reader to enable effective diagnostic assessment – initially to diagnose the impact COVID has had on pupils	Star reader and star maths assess what skills children have mastered which are aligned to the National Curriculum. It also provides teachers with clear skills each pupil needs to focus on to meet or exceed expected standards. The assessments are computer-adaptive, meaning that it adapts to each pupil's abilities, catering for everyone from SEN to your high-achievers.	£7.68 per pupil per year	Use of effective diagnostic assessment will help to close gaps and will enable children to make progress. 80% of pupils across school will have made expected or better progress across the year	CF/TF

2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	KS2 (Years 3 – 6)	Maths	1:1 tutoring via Third Space Learning	Proven strategy for closing the maths attainment gap with one to one teaching with personalised online maths lessons from specialist tutors. In an independent trial pupils made 7 months' progress in 14 weeks.	£16.58 per pupil per session	Baseline assessment at the start of the one to one teaching Regular weekly sessions to monitor progress Targeted support which is personalised at their level will mean that they make progress and achieve ARE.	TF
B	Year 6 (identified pupils)	Reading	1:1 precision teaching 3x per week	Use of Precision Teaching is a proven strategy that can help to close the reading attainment gap	£6.03 per pupil per week	To be able to read the first 200 HFW fluently	TF
C	Year 6 (identified pupils)	Spelling	1:1 spelling intervention using Word Wasp/Hornet	Use of Word Wasp/Hornet is a proven strategy that can help to close the spelling attainment gap	£6.03 per pupil per week	Application to written work of phonic knowledge.	TF
D	Year 6 (identified pupils)	Maths	1:1 same day catch up	Class based immediate response to lesson outcomes. EEF research shows that time spent each day at start of afternoon session revisiting any misconceptions from the morning's work can have a positive impact on closing the maths attainment gap	£16.08 per pupil per week	Quality first teaching means TA/T pick up misconceptions quickly and this has an impact on progress and attainment in maths (shown in Star Maths / NFER assessments)	TF
E	Year 6 (identified pupils)	Maths	1:1 intervention 3x per week for 10 minutes	Power of 1/ Power of 2 is a proven strategy for closing the maths attainment gap with one to one intervention for key mathematical concepts	£8.04 per week per pupil	Gaps have been addressed and children have the mathematical skills needed to improve standardised score on checkpoint data.	TF
G	Year 5 (identified pupils)	Reading	1:1 precision teaching 5 minutes per child 3x per week	Use of Precision Teaching is a proven strategy that can help to close the reading attainment gap	£101.00 per week	Children can read more fluently and have the key comprehension skills needed to improve standardised score on checkpoint data.	HR
H	Year 5 (identified pupils)	Maths	1:1 intervention 15 minutes daily	Power of 2 is a proven strategy for closing the maths attainment gap with one to one intervention for key mathematical concepts	£30.10 per week	Gaps have been addressed and children have the mathematical skills needed to improve standardised score on checkpoint data.	HR
I	Year 5 (identified pupils)	Spelling	15 minutes group work 2x per week with HLTA	Teacher directed spelling tasks developing upon class based input including speed writing and spelling rules	£7.01 per week	Gaps have been addressed and children are able to spell at Year 5 age related expectations	HR
J	Year 5 (identified pupils)	Reading	15 minutes group work x1 per week with TA	Accelerated Reader interventions Daily class reading to include reading aloud to an adult/ in a group and independent quiet reading	£6.02 per pupil per week	Can read more fluently and will understand what they are reading.	HR
K	Year 1 (identified pupils)	Phonics	1:1 phonics coaching via class TA	Proven strategy for closing the phonics attainment gap with one to one personalised coaching.	£6.70 per pupil per week	Baseline phonics assessment in September 2020. Regular assessment so that support can be personalised to the child's need.	KL

L	Year 2 (identified pupils)	Phonics	1:1 phonics coaching via class TA	Proven strategy for closing the phonics attainment gap with one to one personalised coaching.	£6.70 per pupil per week	Baseline phonics assessment in September 2020. Regular assessment so that support can be personalised to the child's need.	KL
M	EYFS (identified pupils)	Speech and Language	1:1 coaching via class TA	Development of speech and language skills is crucial to the development of a child	£6.70 per pupil per week	Children identified and speech and language interventions in place to support language development and phonics teaching.	VB
N	EYFS (identified pupils)	Vocabulary	Nuffield Early Language Intervention Programme	Development of vocabulary and language is crucial to the development of a child and some children enter school lacking in this key skill.	£6.03 per pupil per week	Children identified through assessment will follow the NELI programme and their vocabulary and language skills will have improved	KL
O	Year 3 (identified pupils)	Reading / Decoding	1:1 intervention 2/3 times per week for 10 minutes	Decoding and blending is poor and children are struggling to read. Use of Precision Teaching is a proven strategy that can help to close the reading attainment gap	£6.03 per pupil per week	Can read more fluently and begin to read independently. Children will understand what they are reading.	NC
P	Year 3 (identified pupils)	Maths	1:1 intervention 2/3 times per week for 10 minutes	Unable to form number bonds to 10. Not able to work independently at all. Use of Power of 1 maths is a proven strategy that can help to close the maths attainment gap	£6.03 per pupil per week	Can form number bonds to 10, this should enable children to then add and subtract.	NC
Q	Year 3 (identified pupils)	Spelling	3 times per week during spelling lessons of 15 minutes.	Children cannot spell more than 10 Year 2 high frequency words so use of Year 2 spelling lessons to plug the gap (children still exposed to Year 3 spelling words)	£6.03 per pupil per week	Children able to spell 24+ Year 2 high frequency words.	NC
R	Year 4 (identified pupils)	Reading	4 x 20 minute sessions with HLTA	Key reading comprehension skills are lacking. Small group guided reading focussing on vocabulary, literal & inference	£29.72 per week	Children can read more fluently and have the key comprehension skills needed to improve standardised score on checkpoint data.	JP

3. Wider Strategies

	Identified Pupil Group	Pupil need/s	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Where identified from Years 1 – 6	Social, emotional and mental health	CASY Counselling	CASY provides us with a qualified and experienced counsellor one day a week to provide counselling and group support work to effectively manage the emotional health needs of pupils within our school. Our counsellor is supportive and engages with staff to ensure the best possible emotional health for the students. 1-to-1 Counselling enables children and young people to deal with and overcome issues that are causing them pain or making them feel uncomfortable.	£4,752 per year	Exit data following CASY counselling will show that children score a change in their feelings of emotional well-being and are feeling less anxious and their emotional health has improved Feedback from parents is positive	JB

B	Identified pupils across school	Social	Socially Speaking	Some children have returned to school following Lockdown and are struggling with their social interactions within their year group classes as they have little/no interaction with other during Lockdown. Effective social interaction is vital for developing and maintaining relationships and this social skills programme aims to increase self-esteem and improve listening skills and expressive language abilities.	£6.70 per pupil per week	Be able to take the viewpoint of others and join in with discussions. Observations (particularly at playtimes) will show that children are finding it easier to engage socially with their peers.	CB
					£6.70 per pupil per week		
					£6.70 per pupil per week		
					£6.70 per pupil per week		
C	Identified Pupils	Social, emotional and mental health	Play Therapy	Individualised support programmes from a trained play therapist aims to have a positive impact on children's emotional wellbeing where there are attachment issues	£900 per term	Feedback from parents is positive and children are supported to be able to deal with their emotions, their emotional needs have been met successfully and it is having an impact on their learning.	JB
D	All classes where the need has been identified	Emotional	ELSA	TA in school has been trained (by educational psychologist) to develop and deliver individualised support programmes to meet the emotional needs of children. Through this programme, we aim to help children to learn better and be happier in school by addressing their emotional needs.	£6.70 per pupil per week	Monitoring will show that children are able to learn better and they are happier in school as their emotional needs have been met successfully. Children are able to identify and deal with their emotions better (e.g. when they are feeling anxious) Feedback from parents is positive	GB
E	All classes	Social, emotional and mental health	Jigsaw Scheme for QFT of PSHE	A whole school approach for PSHE, health and wellbeing with progressive lessons, which aims to prepare children for life, helping them to really know and value who they are and understand how they related to other people in this ever-changing world.	None – scheme has already been purchased	Support of children's personal, social health and emotional development. Children will have settled back into school quickly, will be happy, and settled with little or no anxiety.	TF