

Catch Up Funding / School Led Tutoring 2021-2022

<p>The government has allocated approximately £80 per pupil to support catch up initiatives following the opening of schools. The information below provides information of where this money will be targeted and the intended impact.</p>			
<p>Number of pupils on roll (Autumn 2021 census)</p>	<p>360</p>	<p>Catch up Funding Premium Recovery Total Funding:</p>	<p>£3,600 £4,350 £7,950</p>
<p>Proportion of PPG pupils</p>	<p>35 children – 10%</p>	<p>Publish date</p>	<p>October 2021</p>
<p>Proportion of SEND pupils</p>	<p>33 children – 9%</p>	<p>Review date</p>	<p>July 2022</p>
<p>Lead</p>	<p>Jackie Sanders/Amanda Letch</p>	<p>Governor Monitoring</p>	<p>Education Committee</p>

<p>Priority areas for catch up funding (School Development Plan)</p>	
<p>Pedagogy:</p> <p>To ensure that Wave 1 quality first teaching includes teachers using a range of formative and summative assessment strategies to identify gaps and using sound pedagogies to fill those gaps.</p> <p>To ensure that staff are secure with core subject knowledge. (SDP QoE)</p>	<p>Reading:</p> <p>To ensure KS2 pupils are fully supported in phonics and Catch-Up Reading in Y3-Y6.</p> <p>To introduce a validated systematic synthetic phonics scheme for YR-Y2.</p> <p>To encourage Reading for Pleasure through a variety of strategies. (SDP QoE)</p>
<p>To ensure the mental and physical well-being of vulnerable children, to build confidence and self-esteem. To ensure robust safeguarding practices are at the forefront of supporting children through and after lockdown. (SDP PD)</p>	<p>To build leadership capacity in the school; developing on from the 'Everyone's A Leader' initiative of the last two years. (SDP L&M)</p>

To ensure that all children have good behaviour for learning, are engaged by school and with the curriculum. (SDP BA)	To ensure that staff have a work-life balance which allows them to sustain their energies to support the mental well-being of all children. (SDP PD)

Quality teaching, staffing and professional development				
Approach	Implementation	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<p><u>Pedagogy / Teaching Strategies</u></p> <p>Wave 1 quality first teaching is a priority. Our intent is to:</p> <p>1. Ensure that staff feel confident and supported in the use of a range of formative and summative assessment strategies to identify gaps in learning</p> <p>2. Ensure that all staff use sound and robust pedagogies to fill gaps in</p>	<p>Summer 2021 - Internal CPD sessions for teachers on Formative Assessment; impactful Feedback and Marking; expectations of summative assessment.</p> <p>Teachers given time for assessment, internal moderation and data input.</p> <p>Target Tracker training for greatest impact (Deputy Head / assessment lead)</p>	<p>Evaluation of CPD sessions at the end of each half term.</p> <p>Are teachers secure in their knowledge of the children's gaps by the end of Aut 1?</p> <p>Is the data analysis informative for senior leaders and Governors?</p> <p>Lesson monitoring Oct 2021.</p>	<p>Zero</p> <p>Zero</p> <p>Zero</p>	<p>Scaled scores of 0-5 for each session. Majority of sessions will be ranked 4 or 5 by majority of teachers</p> <p>Pupil Check-in Meetings at half term will identify key focus children and KPIs to be attained.</p> <p>Ed Comm / FGB to state that data analysis supplied is informing Govs sufficiently to drive school improvement.</p> <p>Every lesson will incorporate the THS non-negotiables. Any</p>

<p>understanding and knowledge - particularly of vulnerable children who have been identified as being negatively impacted by Lockdown 1 and 2.</p> <p>3. Impactful targets setting to be driving progress of vulnerable children</p> <p>4. Recently qualified teachers to continue to receive support</p>	<p>Aut 1 – September Inset Days to introduce the non-negotiables of teaching at THS. Followed by weekly internal CPD sessions for teachers and Asst Teachers on How We Teach Maths; How We Teach Writing; How We Teach Reading; How We Teach Science at THS.</p> <p>Internal CPD sessions on championing Pupil Premium children; writing IEP targets to secure provision and have impact for SEND pupils; supporting EAL</p> <p>Pupil Progress Meetings half termly to discuss pupils’ wellbeing and learning needs; and to discuss strategies to support teaching.</p> <p>Phase Leaders to support early career teachers through regular update meetings; team teaching; support with planning, delivery and assessment (in particular gap</p>	<p>Tracking documents will be monitored every half term. SEND IEPs will be reviewed every half term.</p> <p>Pupil Outcomes in Dec 2021. 80% of vulnerable pupils attaining targets set.</p> <p>ECTs will be on track to pass their induction process.</p>		<p>inconsistencies to be addressed.</p> <p>Every SEND / PPG children will have KPI targets which they are working towards / attaining within each 5 week teaching block.</p> <p>ECTs will pass Year 1 of ECT programme.</p>
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	analysis); lesson obs and specific feedback.			
<p><u>Adapting the Curriculum</u></p> <p>To ensure that the curriculum supports the children's needs - emotional, mental, physical and academic.</p>	<p>September is dedicated to reintegration of children and staff with wellbeing needs at the forefront of mind.</p> <p>Daily PSHE sessions for week 1 in September</p> <p>Daily Mile to increase physical stamina.</p> <p>Daily handwriting sessions across the school. Aut 1 house competition on handwriting.</p> <p>Previous year's missing KPIs to be addressed in interventions and within class.</p>	<p>Pupil check ins in Autumn term to identify children who have learning / well-being issues.</p>	<p>Zero</p>	<p>Pupil progress meetings will highlight children of concern and support will be put in place for those children.</p> <p>Daily PSHE in week 1 will build relationships between teacher and children</p> <p>Height / weight data will reflect increased physical fitness.</p> <p>Book monitoring will show improved presentation.</p> <p>Monitoring outcomes will take place each half term and impact will be measured</p>
<p><u>Transition</u></p> <p>All pupils will need support to transition back to school. However, there are</p>	<p>Small group tour and headteacher presentation to families of new starters.</p>	<p>EYFS Survey on starting school New parents survey – EYFS on starting</p>		<p>EYFS Survey outcomes will be largely positive – with > 90% of children settled well.</p>

<p>particular challenges for pupils starting a new school after the disruptions caused by Covid-19.</p>	<p>New children to meet new teachers separately from rest of class, with parents. Buddy scheme set up for parents.</p> <p>Reception children invited to 'stay and play' sessions in small groups in week 1, following home visits.</p> <p>PSHE focus for all classes in September.</p> <p>Secure induction process to allow new parents / new children to visit the school after school hours.</p>	<p>school</p> <p>Anecdotal evidence of new parents feeling supported on joining the school.</p> <p>Feedback from EYFS teachers at PP check-in meetings</p>		<p>New parents will feel positive about THS.</p> <p>In-year admissions survey for new parents in July 2022 will be largely positive.</p>
<p><u>Increasing Leadership Capacity</u></p> <p>The leadership team within THS are integral to the teaching and learning process ultimately raising standards and improving the outcomes for children.</p> <p>Capacity will be built through development of junior staff.</p>	<p>SLT to coordinate and run booster groups for key groups of children.</p> <p>External mentor to support phase leaders / those new to role.</p> <p>Teachers, new to supporting students, to have training as class-based mentor.</p>	<p>Pupil outcomes Easter 2022</p> <p>Report from the external educational consultant will show impact. Anecdotal feedback has been positive from CBMs and students.</p>	<p>£2000 on cost of SIP support</p>	<p>80% + of children receiving boosters will go up a level eg from WT to WA or from WA to GD.</p> <p>Those new to Leadership will be impactful – see SDP.</p> <p>All ITT students will pass QTS.</p>

Development of class-based and school-based mentors.	Subject leaders to work alongside the ed consultant to review curriculum areas from Spring 2021 onwards.	Report from the external educational consultant will show impact.		Subject leaders to report to FGB showing impact of curriculum reviews.
Development of subject leaders.				

Targeted Intervention				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<u>Internal Targeted Provision</u>				
Tuition to be delivered by one qualified teacher; and one unqualified teacher (who will undertake DfE training for school led tutoring). For Y1, Y2 and Y3	DfE training to take place in Nov 21. Weekly group sessions, totally 15 hours over the year, in maths and English	Pupil outcomes will be tracked every 5 weeks.	£7950 on cost of school-led tutoring	Gaps will be narrowed between pupils; missing KPIs from previous year will be attained.
Boosters for Y2 and Y6		Pupil outcomes will be tracked every 5 weeks.		85%+ WA in Reading in Y2 90%+ WA in Reading in Y6

<p>Handwriting intervention groups in Y1-Y3.</p> <p>Phonics intervention groups in Y1 and Y2.</p>	<p>Head Teacher to take small group of Y6 and Y2 pupils for 2x weekly reading comprehension</p> <p>To be taken by school staff and SENDCo.</p> <p>To be taken weekly by Y1 and Y2 teaching staff</p>	<p>Pupil outcomes will be tracked every 5 weeks.</p> <p>Pupil outcomes will be tracked every 5 weeks.</p>		<p>Improved presentation in books.</p> <p>PSC outcomes 90% + attain 32/40.</p>
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Attendance, wellbeing and engaging with parents				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>

<p><u>Emotional Well-Being of Children</u></p> <p>To work together with parents in supporting children's well-being.</p> <p>Most vulnerable children to be tracked and monitored half termly</p> <p>Mental Health lead to work with SENDCo to support children in need.</p> <p>Increased provision for mental health support</p>	<p>Class teachers / SENDCo to arrange meetings with children who show concerns.</p> <p>At PP meetings and on SDP.</p> <p>Attend Trailblazer project meetings; access to CPOMS reports; work with MHST.</p> <p>Increased numbers of staff trained in Drawing & Talking; Lego Therapy; ELSA.</p>	<p>Anecdotal parent feedback at parents evenings</p> <p>Most vulnerable to make good or better progress</p> <p>Referrals to MHST termly analysed by AL Reports on CPOMS analysed termly by JS</p> <p>Assessment of well-being in July 2022 as part of SDP evaluation by AL</p>	<p>£1000 on emotional support in school</p>	<p>High levels of parental engagement in mental health support (100% participation when referrals have been sought)</p> <p>Academic and wellbeing provision and concerns discussed at PP meetings. See SDP for full details of provision for vulnerable children. Full data analysis available Aut 22</p> <p>Mental Health Lead and SENDCo recognise the early signs of mental wellbeing concerns, including common types of mental ill health, and cohesively plan support for pupils – 9 referrals to MHST and 20 reports on CPOMS related to mental health concerns</p> <p>Staff have an increased awareness of delivering mental health and wellbeing support – children feel improved mental health</p>
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<p><u>Attendance and Punctuality</u></p> <p>Close monitoring of attendance</p> <p>Working with the Educational Welfare Service</p> <p>Supporting parents and families</p>	<p>By AL monthly – PPG, SEN. Boys, girls, below 90%</p> <p>Termly meeting with AL and DH.</p> <p>AL to meet with families where attendance is falling below 90%</p>	<p>Attendance data to be monitored monthly.</p> <p>To keep supporting families where attendance is an issue.</p> <p>Below 90% will be <10% of children on roll.</p>	<p>Zero</p>	<p>Target of 98% attendance for whole school; 95% PPG; 95% SEND</p>
<p><u>Physical well-being of the Children</u></p> <p>To organise games in breaktimes and lunchtimes</p>	<p>Lunchtime training for SMSAs & ATs</p>	<p>Took place in Aut 2021 as internal CPD</p>	<p>Zero</p>	

Daily Mile	All children participate in Daily Mile.	Height and weight measurements.		
Sporting fixtures	Join RSSP so numbers of sporting fixtures increase from last year.	Football leagues back on from RSSP.	£1,000	50 children across the school took part in competitions, playing in 15 sporting events, plus sports days. 17% of those in receipt of PPG, represented the school in sporting events.
School teams	More children engaged with school teams.	Head of sport to monitor	£500	
Theme week – Let's Get Physical	Encouraging mental and physical well-being; GB athlete in school; healthy eating workshops.	Anecdotal impact from the children.		
<u>Engagement with Parents</u>				
Regular communications through newsletter; THS app; emails and phone calls.	Weekly newsletter to provide clear information for all parents on school matters.	Parent Survey re school comms.	Zero	Parent surveys are positive about comms from school.

<p>Open and transparent communication between class teacher and parents</p> <p>PPG / Working poor parents to be offered financial assistance for residential trips.</p>	<p>Parent evenings; teacher email addresses availability.</p> <p>AL to regularly put message in bulletin / on app re financial support available.</p>	<p>Parent surveys re relations with school staff</p> <p>No child refused trip on grounds of finance.</p>		<p>0 formal complaints during the year.</p> <p>All children will go on residential trips in Y4-Y6</p>
		TOTAL COSTS	£12,450	