

## Covid Universal Catch-up Funding Strategy 2020-21

Summary information 'Catch up' Grant					
<b>Academy</b>	Luxulyan Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch up budget</b>	£7,360	<b>Number of pupils</b>	92

SECTION ONE: Initial Evaluations and Summary	
<b>Initial Evaluation Tools used</b>	Pupil Progress meetings with all class teachers PUMA and PIRA results Sept 2020 and Mar 2020 Phonics Assessments RWI Sept 2020 Teacher assessments Sept 2020
<b>Identified Priorities</b> <i>(summary of the main findings of your initial evaluation)</i>	
1. Reading in KS2	
2. Maths across the school, especially for middle attaining girls and Y3 boys and girls	
3. Early phonics and number in KS1 (children who did not achieve GLD)	

<b>Priority One: Reading in KS2</b>			
<b>Evaluation/Baseline Assessment:</b> Initial PIRA data shows a drop in reading (when compared to PIRA results for Mar 2020). Staff report that pupils have less stamina for reading and writing than previously.			<b>EEF Strand:</b> Targeted Intervention Teaching reading comprehension
<b>INTENT</b>	<b>IMPLEMENTATION</b>		<b>IMPACT</b>
<b>What do we want to achieve?</b>	<b>How?</b>	<b>Cost?</b>	<b>Progress/Impact</b>
<i>Desired Outcomes</i>	<i>What actions will you take to achieve this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
Close gap in reading attainment so that outcomes in May 2021 are broadly in line with national average.	<p>Use existing HLTA and TAs to deliver targetted interventions and small group/individual tutoring in KS2.</p> <p>Deploy teacher to work across the school delivering catch up and freeing up class teachers to focus upon targetted intervention.</p> <p>Embed teaching of reading comprehension strategies and introduce whole class reading.</p> <p>Increase volume and diversity of texts available – tailor titles to inspire Y6 boys reading (lowest on entry results Sep 2020)</p>	<p>Funded from core staffing budget, additional £6000 funded from catch up premium</p> <p>Subscription to Cracking Comprehension, Teach My Monster to Read, RWI Online and Reading Doctor intervention programme £2000</p> <p>Subscription to bespoke library service £1000</p> <p>Purchase Toe by Toe reading intervention for those children that have plateaued progress on RWI programme £160</p>	
Ensure that PP gap does not develop in Y3- currently PP children are attaining in line with non-PP children. But we know that the majority of children who did not engage with home learning were PP.	<p>Target increased staffing allocation into Y1 while at school to support.</p> <p>Y1 child prioritised for access to remote learning and PP children sent home to self isolate to be provided with a school device.</p> <p>Daily engagement (phone calls from class teacher and class TA) if children are not engaging with learning at home.</p> <p>PP prioritised for allocation of school covid tests as needed.</p>		

<b>Priority Two:</b> Maths across the school, with a particular focus on girls with middle prior attainment and Y3 boys and girls			
<b>Evaluation/Baseline Assessment:</b> Initial PUMA data shows gender gap across the school of -5.4 using scaled score.  Staff report that pupils have become much less resilient during lockdown and are much less willing to reason problems through.			<b>EEF Strand:</b> Targeted Intervention/ Whole Class Teaching
<b>INTENT</b>	<b>IMPLEMENTATION</b>		<b>IMPACT</b>
<b>What do we want to achieve?</b>	<b>How?</b>	<b>Cost?</b>	<b>Progress/Impact</b>
<i>Desired Outcomes</i>	<i>What actions will you take to achieve this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
Close gap in maths attainment so that outcomes in Summer 2021 are broadly in line with national average.  Ensure that girls outcomes in maths are broadly in line with peers.	6 weekly catch-up teaching plan for each class based on identified gaps in learning, using resources and objectives from year group below.  Particular focus in all classes on operations, written problem solving, time, fractions and number (place value).	Costs covered by core staffing.	
	6 weekly small group plan (delivered daily by class teachers) devised to gap-fill needs for particular children and pre-teach areas of weakness before whole class teaching to increase pupil confidence.	£1500 teaching assistant overtime to cover remaining children in class while class teacher leads maths interventions.	
	Early intervention in Number in EYFS, Y1 and Y2 to target those children who have missed basic number skills using NumberBox (delivered by class TA).		

<b>Priority Four:</b> Early phonics and number in lower KS1 (children who did not achieve GLD)			
<b>Evaluation/Baseline Assessment:</b> 31% of children did not achieve a GLD in 2019-2020.			<b>EEF Strand:</b> Targeted Intervention/ Whole Class Teaching
<b>INTENT</b>	<b>IMPLEMENTATION</b>		<b>IMPACT</b>
<b>What do we want to achieve?</b>	<b>How?</b>	<b>Cost?</b>	<b>Progress/Impact</b>
<i>Desired Outcomes</i>	<i>What actions will you take to achieve this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
Ensure that identified children in Y2 make accelerated progress towards ARE.	<p>Ongoing SEND assessments.</p> <p>Daily Nesy or reading Doctor and phonics interventions.</p> <p>Play therapy weekly for one child.</p> <p>Daily Rapid Reading for 2 children.</p> <p>Number box daily for 3 children.</p>		
<p>Ensure that identified children in Y1 achieve a GLD by January 2021 and make accelerated progress towards ARE by the end of Year One.</p> <p>Ensure any children that have slipped during the summer make rapid progress to be back 'on track' by Jan 2021.</p>	<p>Daily number box</p> <p>Daily Nesy or Reading Doctor</p> <p>Letters sent to parents of children working below to give children's scores in reading and maths and suggest actions to be taken at home.</p> <p>Precise phonics teaching using RWI in smaller groups (facilitated by longer staggered start and finish) to ensure more groups can be taught by the class teacher.</p>	£750 Nesy Licencing or Reading Doctor	