

Covid Universal Catch-up Funding Strategy 2020-21

Summary information 'Catch up' Grant				
Academy	Pondhu Primary School			
Academic Year	2020-21	Total Catch up budget	19,520	Number of pupils
		Total spend below	19,850	
				230

SECTION ONE: Initial Evaluations and Summary	
Initial Evaluation Tools used	Pira and Puma entry assessment September 2020 Phonics assessments Class progress meetings July 2020 Discussions with teachers
Identified Priorities <i>(summary of the main findings of your initial evaluation)</i>	
Reading: Boys Y6, girls Y5, girls y4, Y3, Y2, Y1 & EYFS	
Maths: Boys Y6, girls Y5, girls Y4, girls Y3, Y2, Y1 and EYFS	

Priority One: To introduce RWI to all year groups from EYFS – Y4.			
Evaluation/Baseline Assessment: Entry and half term assessments			EEF Strand: Targeted Intervention
INTENT	IMPLEMENTATION		IMPACT
What do we want to achieve?	How?	Cost?	Progress/Impact
<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>
Pupils to 'keep up not catch up' in each class EYFS – Y4.	Targetted 1-1 sessions during the afternoons to support keeping up with RWI sessions.	£1000 plus additional funding from school	See progress grids on line and frequent assessments.

Priority Two: To ensure Y6 catch up missed learning and achieve to their potential in statutory assessments especially boys.			
Evaluation/Baseline Assessment: Sept 2020: Reading: Y6 SS 89 (boys 77 and girls 100), Maths: Y6 SS 92 (boy s87 and girls 97)			EEF Strand: Whole Class Teaching
INTENT	IMPLEMENTATION		IMPACT
What do we want to achieve?	How?	Cost?	Progress/Impact
<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>
All pupils make good progress in reading, maths and writing from respective starting points.	Employ additional teacher for the class during autumn and spring terms to work with y6.	£10,000 joint funded by DPP.	<i>Next formal assessment due Dec 2020.</i> Work scrutiny evidences clear progress from September to half term in maths and writing.
Facilitate blended learning using clicker for targetted pupils.	Purchase 'Clicker' license to allow pupils to access learning from any device both in school and at home (if required for blended learning).	£1620.00 This cost applies to the whole school	<i>Still be actioned.</i>

Priority Three: To close gaps and raise standards in Y5 prior to them moving into Y6.			
Evaluation/Baseline Assessment: Sept 2020 Reading SS 91 (boys 93, girls 89, PP 91, Non PP 90) Maths SS 93 (boys 96, girls 91, PP 93, Non PP 94)			EEF Strand: Targeted Intervention/ Whole Class Teaching
INTENT	IMPLEMENTATION		IMPACT
What do we want to achieve?	How?	Cost?	Progress/Impact
<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>
Improved reading standards	Fresh Start to be introduced from January 2021.	£2230.00	<i>To start Jan 2020</i>
Improved standards in all curriculum areas.	Additional teacher to be assigned for the summer term to work alongside the two teachers already in this year group.	£5000 (jointly funded by DPP)	<i>To start May 2021</i>