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

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

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| **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** *(summary of the main findings of your initial evaluation)* | |
| Reading: Boys Y6, girls Y5, girls y4, Y3, Y2, Y1 & EYFS | |
| Maths: Boys Y6, girls Y5, girls Y4, girls Y3, Y2, Y1 and EYFS | |
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| **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** |
| *Desired Outcomes* | *What actions will you take to achieve this?* | *Provide simple breakdown of proportionate or full costs.* | *6 weekly impact assessment against identified baseline* |
| 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. |
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| **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** |
| *Desired Outcomes* | *What actions will you take to achieve this?* | *Provide simple breakdown of proportionate or full costs.* | *6 weekly impact assessment against identified baseline* |
| 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. | *Next formal assessment due Dec 2020.*  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 | *Still be actioned.* |
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| **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** |
| *Desired Outcomes* | *What actions will you take to achieve this?* | *Provide simple breakdown of proportionate or full costs.* | *6 weekly impact assessment against identified baseline* |
| Improved reading standards  Improved standards in all curriculum areas. | Fresh Start to be introduced from January 2021.  Additional teacher to be assigned for the summer term to work alongside the two teachers already in this year group. | £2230.00  £5000 (jointly funded by DPP) | *To start Jan 2020*  *To start May 2021* |