

'Catch up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately £80 per pupil.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England's most disadvantaged children.

Year 3 Strategy for 2020-21

1. Summary information 'Catch up' Grant					
Academy	Year 3				
Academic Year	2020-21	Total Catch up budget		Number of pupils	118

2. Summary information Additional Disadvantaged Tutoring					
Academy					
Academic Year	2020-21	Total budget		Number of pupils	

Initial evaluations and assessments of gaps/barriers for groups of pupils

3. Barriers to future good attainment
Year 3 pupils have not had consistent Year 2 education.
Year 3 pupils did not take up the offer of attending the Infant school during the summer holidays.
A number of Year 3 pupils have not passed the Year 1 phonics assessment.
A significant amount of children are EAL learners, who are not given consistent exposure to the English language.
Year 3 pupils have not completed national assessments.
Discussions with the Infant School have reported poor online engagement during school closure period.
Lack of transition at the point of starting a new school, thus creating significant challenges.
Leicester's extended lockdown impeded the social and emotional development of pupils, which has a detrimental impact on classroom learning and behaviours.

4. Planning for Catch up interventions					
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Year 3	28% of the Year group did not pass the year 1 phonic screen test	Daily targeted phonics sessions. Morning phonics and home learning tasks for identified children Timetabled access to Lexia intervention for 1 month (may purchase once impact has been analysed)	The EEF has found that developing oral language skills and reading skills to be effective in developing literacy skills that will support children throughout their lives.	Year group conversations and monitoring Phoninc assessments termly for identified children	Intervention will be monitored through weekly team meetings, writing assessments and termly pupil assessments, with data tracked through DC Pro
Year 3	63% of the Year group were not working at age related expectations at the time of school closure in Reading. Baseline assessments have been conducted using NFER assessments.	Daily phonics sessions. 30 day Reading intervention programme. (Lexia) Timetabled daily access to online reading resources and assessment (Accelerated Reader and Myon). Language skills to be developed through additional reading resources.	The EEF has found that developing oral language skills and reading skills to be effective in counteracting the long term negative impact poor literacy skills can have on the children.	LM MM Year group conversations and monitoring NFER testing analysis Star reader tests tracking	Intervention will be monitored through weekly team meetings and termly pupil assessments, with data tracked through DC Pro.

	<p>Infant school end of year predictions showed 42% (out of the 63%) would not have attained age related expectations.</p>	<p>6.5 hours of booster sessions to be dedicated to Reading</p>		<p>DcPro data analysis</p> <p>Gap analysis</p> <p>Accelerated reader tests</p> <p>Class teachers to monitor data</p> <p>Lexia data tracking</p>	
	<p>69% of Year group were not working at age related expectations at the time of school closure in Writing. Baseline assessments have been carried out.</p> <p>Infant school end of year predictions showed 48% (out of the 69%) would not have attained age related expectations.</p>	<p>Extended English sessions weekly. 2 hours more than the weekly allocated time.</p> <p>Daily phonics/ spelling sessions.</p> <p>Daily oracy opportunities to stimulate vocabulary development and language acquisition.</p> <p>Tailored resources for small group tuitions.</p> <p>Weekly writing assessments with targets tracked to tailor individual learning needs.</p> <p>English lessons are delivered back to back to embed key skills and close learning gaps.</p>	<p>The <u>EEF</u> identify providing pupils with high quality feedback that builds on accurate assessment is a promising approach in supporting pupils effectively. Immediate feedback can be given during extended lessons and acted upon by children.</p>	<p>ZA SR</p> <p>Year group conversations and monitoring</p> <p>NFER testing analysis for Grammar</p> <p>Star reader tests tracking</p> <p>DcPro data analysis</p> <p>Gap analysis through</p>	<p>Intervention will be monitored through monthly team meetings, book standardisation and moderation, weekly pupil assessments, with data tracked through DC Pro.</p>

		<p>6.5 hours of booster sessions to be dedicated to English</p> <p>Rainbow Grammar booklets to be shared with parents to support learning at home</p>		<p>standardisation and moderation</p> <p>Class teachers to monitor data</p>	
	<p>60% of Year group were not working at age related expectations at the time of school closure in Maths. Baseline assessments are carried out.</p> <p>Infant school end of year predictions showed 37% (out of the 60%) would not have attained age related expectations.</p>	<p>Extended Maths sessions weekly. 2 hours more than the weekly allocated time.</p> <p>Timetabled daily access to online Maths resources (Numbots and TTRS).</p> <p>Maths lessons are delivered back to back to embed key skills and close learning gaps.</p> <p>6.5 hours of booster sessions to be dedicated to Maths</p>	<p>The <u>EEF</u> state regular sessions of intervention that are sustained and maintained over a period of time are likely to have the greatest impact for one to one individuals or small groups.</p>	<p>RS BM</p> <p>Year group conversations and monitoring</p> <p>NFER testing analysis</p> <p>DcPro data analysis</p> <p>Gap analysis</p> <p>Class teachers to monitor data</p> <p>Class teachers to monitor TTRS and Numbots</p>	<p>Intervention will be monitored through monthly team meetings, book standardisation and moderation, weekly pupil assessments, with data tracked through DC Pro.</p>

	All children will have been subject to an extended period of lockdown, which will have impacted each child differently.	<p>Scheme of work to be delivered daily to promote a dialogue on the importance of being mentally and physically healthy.</p> <p>Daily circle time to encourage all children to recognise and engage with their feelings.</p> <p>Additional reading resources have been purchased to support pupil's wellbeing.</p>	The EEF identify setting time aside for pupil's wellbeing is likely to ensure teachers are able to provide effective support and recognise that every pupils will have been affected differently by Covid-19.	<p>LM RS</p> <p>Year group conversations and monitoring</p> <p>Regular check in with the school senco</p>	Daily observations and a termly wellbeing questionnaire will be analysed and acted upon.
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4. Planning for additional disadvantaged funding				
What do we want to achieve?		How?	How will it be monitored	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered? Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Be clear about what outcomes will be monitored</i>	<i>Evaluate the success against the identified gaps in knowledge</i>
Year 3	19 disadvantaged pupils did not consistently access remote learning during school closures resulting in gaps in reading development.	<p>Daily allocated time to access reading resources independently.</p> <p>The EEF identify regular reading to have significant impact on pupil outcomes and progress.</p>	<p>Year group leader to monitor impact monthly.</p> <p>Year group conversations</p>	Accelerated reader quizzes show an increase in percentage of questions answered correctly.

			<p>and monitoring</p> <p>NfER testing analysis</p> <p>DcPro data analysis</p> <p>Gap analysis</p> <p>Class teachers to monitor data</p>	
	<p>80% of disadvantaged pupils are working below age related expectations in Reading, Writing and Maths.</p>	<p>Children will be targeted in small groups interventions using effective catch up approaches.</p> <p>The EEF identify this to be beneficial.</p>	<p>Class teachers and year group core subject teams.</p> <p>Year group conversations and monitoring</p> <p>NfER testing analysis</p> <p>DcPro data analysis</p> <p>Gap analysis</p>	<p>Monthly moderation and standardisation.</p>

			Class teachers to monitor data	
	All disadvantaged pupils did not engage consistently in remote learning.	Pupils to receive verbal feedback throughout the lesson, so that misconceptions are addressed immediately and learning gaps closed promptly.	Class teachers Year group conversations and monitoring NfER testing analysis DcPro data analysis Gap analysis Class teachers to monitor data	Disadvantaged pupils outcomes and progress are in line with their counterparts. This will be tracked through DC Pro and pupil progress meetings.

	<p>All disadvantaged pupils have been affected by an extended local lockdown.</p>	<p>Mental health and wellbeing sessions to be delivered weekly for children.</p> <p>The EEF identify that it is important to ensure time is placed to regularly assess pupil's wellbeing.</p>	<p>RS LM Year group conversations and monitoring</p> <p>Regular check in with the school senco, pupil premium lead and PSHE Lead</p>	<p>Regular discussions with class teachers about the mental health and wellbeing of pupils.</p>
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Year 4 Strategy for 2020-21

4. Summary information 'Catch up' Grant				
Academy				
Academic Year	2020-21	Total Catch up budget		Number of pupils

5. Summary information Additional Disadvantaged Tutoring				
Academy				
Academic Year	2020-21	Total budget		Number of pupils

Initial evaluations and assessments of gaps/barriers for groups of pupils

6. Barriers to future good attainment
Some Year 4 pupils have not fully engaged with the online learning platform during the lock down period.
Children who are EAL/NIA may not have had English being modelled to them during lock down.
Lack of routine during lockdown period impacting on resilience and confidence.
Did not receive Summer term learning in Year 3 due to school closure.
Lack of access to high quality face-to-face teaching due to school closure.

7. Planning for Catch up interventions						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Year 4	<p>Baseline data highlights that 3% of the Year group are working below ARE in GVP where they would have been at the EXS at the end of Year 3.</p> <p>Baseline formative test data highlights that 20% of the Year group are working below ARE in Maths where they would have been at the EXS at the end of Year 3.</p> <p>Baseline formative test data highlights that 15% of the Year group are</p>	<p>Deployment of qualified teacher to work with a small group of focus children who have been selected from across the year group who have similar gaps in attainment.</p> <p>Extended Maths and English sessions (additional 1hour and 40 mins per week, per subject) to coincide with normal classroom teaching and planning. Daily AFL and evaluations will be undertaken, thus allowing for additional time, changes to activities/resources and direct intervention for the group/individual child as and when necessary.</p>	<p><u>The EEF's research states that:</u></p> <ul style="list-style-type: none"> Well-targeted intervention programmes, when delivered to small groups in regular and consistent sessions, is effective and has high impact, especially when coupled with regular assessment to monitor progress, and when delivered by a qualified teacher. teaching comprehension strategies, with the focus being on the learners' understanding of the written text, is beneficial when taught in conjunction with each other, therefore allowing the learners to 	<p>Daily conversations between all members of the team - amendments to planning and the groupings will be changed accordingly.</p> <p>NfER testing</p> <p>Star reader tests</p> <p>DcPro data</p> <p>Gap analysis</p> <p>Moderation of writing and standardising tasks</p> <p>Accelerated star reader tests</p>	<p>At approx £25 hour 12 x£25=£300</p>	<p>Regular conversations and AFL will ensure the correct children are being targeted and groups will reflect this, therefore being fluid to ensure the correct children are targeted for accelerated progress.</p> <p>Children will become more inline with their peers to ensure they achieve EXS.</p> <p>Gaps in knowledge to decrease thus becoming more in line with peers.</p> <p>Accelerated progress to ensure they are back to EXS.</p> <p>Providing children with tools and strategies to allow them to become confident to apply learning in a multitude of ways.</p>

	<p>working below ARE in Reading Comprehension where they would have been at the EXS at the end of Year 3.</p>	<p>GVPS skills being taught within the English sessions which are pertinent to the needs of the group determined via AFL.</p> <p>Reading comprehension group with selected children from across the year group who have similar gaps in attainment, focussing on comprehension strategies and reading domain skills.</p> <p>Regular Oracy opportunities to ensure children are developing speaking and listening strategies and skills to help with language acquisition.</p> <p>Cross-curricular writing planned into foundation subjects in addition to the English lessons.</p>	<p>understand what they have read.</p> <ul style="list-style-type: none"> • High quality feedback is effective when coupled with accurate assessment to ensure the learners are moving on. Immediate feedback will be given at the point of teaching which the children can act upon effectively. • Programmes that meet specific needs have greatest impact. 	<p>Class teachers and year group leader to monitor data</p>		
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8. Planning for additional disadvantaged funding				
What do we want to achieve?		How?	How will it be monitored	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered? Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Be clear about what outcomes will be monitored</i>	<i>Evaluate the success against the identified gaps in knowledge</i>
Year 4	<p>There are 22 children (19%) disadvantaged children within the cohort.</p> <p>From the disadvantaged children, 23% (5 children) are currently below their EXS projected target in Maths.</p> <p>From the disadvantaged children 9% (2 children) are currently below their EXS projected target in Reading and GVP alike.</p>	<p>Children will be targeted throughout the extended maths and English sessions (1hour and 40 mins extra per week, per subject) and will receive quality first teaching, using interventions and catch up strategies outlined by the EEF,</p> <p>Regular and continual feedback at the point of teaching to address misconceptions and to allow for gaps to close quickly. This is supported by the EEF: <i>pupils most benefit from additional practice or feedback.</i></p> <p>Teacher/TA support. EEF: <i>Tuition delivered a T/TA is most effective/can also be effective.</i></p> <p>Access to laptops in school for regular use of Seesaw, TTRS, Spelling Shed, MyOn and Accelerated Reader,</p>	<p>NFER tests,</p> <p>Accelerated star reader tests,</p> <p>Daily AFL in lessons,</p> <p>Regular communication between the team,</p> <p>Moderation and standardising tasks.</p> <p>DcPro data</p> <p>Gap analysis</p>	<p>Gaps in knowledge to decrease thus becoming more in line with peers.</p> <p>Accelerated progress to ensure they are back to EXS.</p> <p>Providing children with tools and strategies to allow them to become confident to apply learning in a multitude of ways.</p>

		<p>Individualised resources/strategies/activities deployed when necessary. EEF: <i>Programmes are effective when they meet a specific need.</i></p> <p>Daily guided reading sessions are taking place and regular spelling sessions too.</p>		
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Year 5 Strategy for 2020-21

1. Summary information 'Catch up' Grant				
Academy				
Academic Year	2020-21	Total Catch up budget		Number of pupils

2. Summary information Additional Disadvantaged Tutoring				
Academy				
Academic Year	2020-21	Total budget		Number of pupils
				120

Initial evaluations and assessments of gaps/barriers for groups of pupils

3. Barriers to future good attainment
Many children have failed to access the online learning platform during the 6 months of absence due to lockdown.
During lockdown many of our children would not have been speaking English as 69% are EAL or NIA.
Limited support for SEN pupils from external agencies – planned work and assessments heavily delayed.
Absenteeism continues to be a barrier.
Lack of access to high quality face to face teaching during lockdown.
Leicester's extended lockdown has had a detrimental effect on wellbeing for which the full extent is presently unknown, although there is disruption within the classrooms such as lateness and fatigue throughout the day.

4. Planning for Catch up interventions					
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Year 5	<p>17% of Year group have fallen behind in Reading comprehension and tests show that they are working below ARE where they would have been at the EXS at the end of Year 4.</p> <p>13% of Year group have fallen behind in Maths and tests show that they are working below ARE where they would have been at the EXS at the end of Year 4.</p> <p>22% of Year group have fallen behind in Grammar and tests show that</p>	<p>Deployment of fully qualified teachers (KT/AS)</p> <p>Small carefully selected groups based upon similar gaps in attainment</p> <p>All sessions to coincide with normal class teaching times – allowing extra time determined by the need of the children PM sessions to focus on</p>	<p>EEF suggests, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.</p> <p>As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact.</p> <p>Effective intervention follows assessment, which can be used to</p>	<p>Daily conversations</p> <p>NFER tests</p> <p>Gap analysis of results</p> <p>Moderation & collaboration across the classes</p> <p>Accelerated reader scores monitored</p> <p>Star reader tests half termly</p> <p>Class teachers KT/ AS SR</p>	

	they are working below ARE where they would have been at the EXS at the end of Year 4.	specific needs through immediate intervention	<p>ensure that support is well-targeted and to monitor pupil progress.</p> <p>Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>		
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5. Planning for additional disadvantaged funding					
What do we want to achieve?		How?	How will it be monitored	Progress/Impact	
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered? Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Be clear about what outcomes will be monitored</i>	<i>Evaluate the success against the identified gaps in knowledge</i>	
Year 5	We have identified 34 (28%) disadvantaged pupils of which 7 (21%) are working below ARE in all subjects. 6 of these children are normally at this level of attainment.	<p>Children will be targeted in small groups interventions using effective catch up approaches.</p> <p>The child that is underperforming has been identified and is in the catch up group.</p>	Monitored through NFER, Star reader tests, daily AFL and good communication across the team.		

		<p>Laptops may be available for those disadvantaged children without remote learning access from home.</p> <p>These children will receive thorough training in school – on how to access the learning platforms remotely.</p>			