

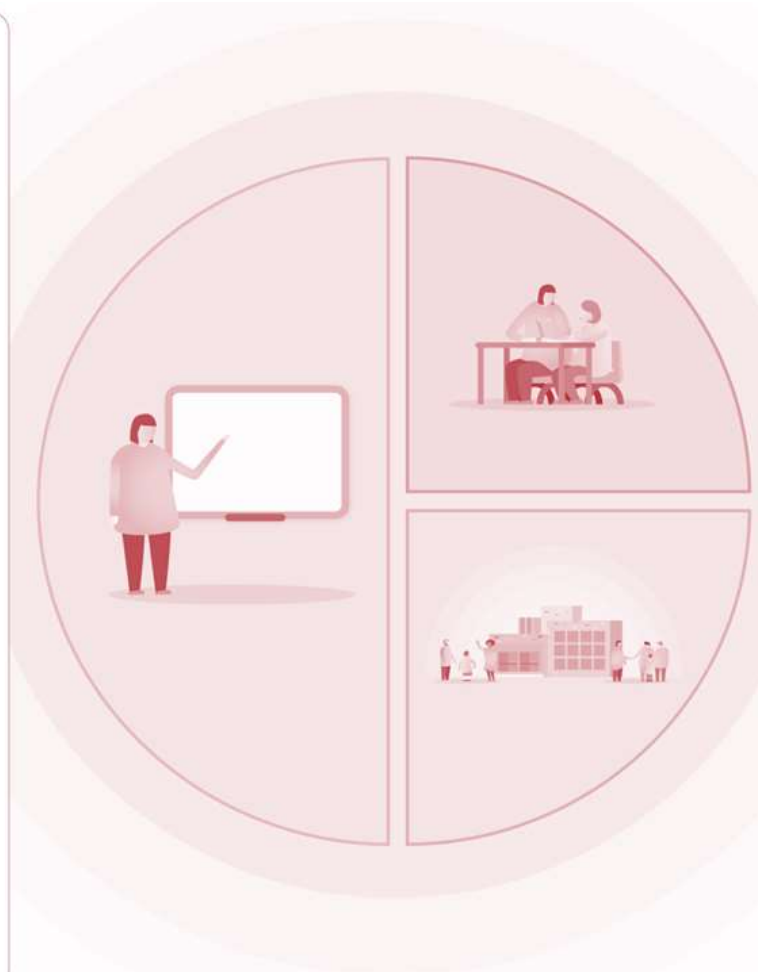
# The Priory Witham Academy

## Catch Up Funding Strategy Statement 2020-21

<b>School</b>	The Priory Witham Academy	<b>School Strategy Leader</b>	Headteachers
<b>No. of Eligible Pupils<sup>1</sup></b>	907	<b>Total Allocation<sup>2</sup></b>	£70,560

### 1 Teaching

- A. Training and support to prepare teachers for the New Academic Year.  
  
Resourcing to support the implementation of recovery curriculum.  
  
Further developing pupil assessment including low stakes testing.  
  
Assessing and Monitoring Pupil Progress.
- B. Support for early career teachers.
- C. Remote learning platforms – Show my homework and Tapestry.



### 2 Targeted academic support

- A. Academic mentors to provide one to one and small group tuition.
- B. NELI – Nuffield Early Language Intervention for identified Reception pupils.
- C. Additional Pupil Support Assistant and resources for academic and pastoral support.

### 3 Wider strategies

- A. Additional Pupil Support Assistant for academic and pastoral support.
- B. Psycho therapist
- C. ELSA /ACE / PSP training
- D. PASS – Pupil attitudes towards self and school.

<sup>1</sup> Eligible Pupils include Year Reception – Year 11

<sup>2</sup> Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Schools should use this funding in a way that suits their cohort and circumstances. They are expected to use this funding for specific activities to support their pupils to catch up on missed learning. Schools should prioritise support for pupils who are disadvantaged and vulnerable as evidence shows that they have been most affected.

## 1. Teaching

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured	Staff Lead
A	<p>Year 2 who are not on track to pass phonics screening in M2.</p> <p>Pupils who are not meeting ARE.</p>	<p>CPD for all reading teachers.</p> <p>Additional phonics teaching and catch up.</p>	Baseline assessments	<p>Intervention provided for pupils above and beyond the identified lowest 20%.</p> <p>Time for reading leader to train reading teachers.</p> <p>Time for reading leader to monitor quality of interventions.</p> <p>PSA support for delivery of interventions.</p> <p>Phonetically decodable books precisely matched to phonic stages.</p>	<p>Gaps in learning due to time that pupils were not in school.</p>	<p>Year 2 pupils make accelerated progress with their phonic knowledge and early reading skills. 83% of pupils pass the phonics screening check in M2. 94% on July retake.</p> <p>Number of pupils accessing the intervention decreases over the year as more pupils meet ARE.</p>	KDA
A	Pupils moving from Reception to Y1	Curriculum provision carefully planned and considered to meet the needs of pupils who have not had their entitlement to the EYFS curriculum and need to transition into the KS1 curriculum.	<p>Baseline assessments.</p> <p>Teacher knowledge of EYFS curriculum to support with gaps analysis.</p>	<p>Review of teaching and learning provision to best meet the needs of all learners.</p> <p>EYFS leader to work with Y1 to ensure that the approach to continuous provision is understood and implemented effectively.</p> <p>Resources to allow for effective continuous provision.</p>	<p>Lost learning time coupled with low starting points means that careful curriculum consideration is required to ensure that learning and progress is effectively transitioned across the curriculum requirements.</p>	<p>Pupils make a successful transition between EYFS and Year 1.</p> <p>Learning behaviours are good.</p> <p>Progress is accelerated and pupils achieve ARE.</p> <p>Target – 86% of pupils pass the June screening check.</p>	<p>BWR</p> <p>KDA</p>

<b>A</b>	Pupils moving from Year 6 to Year 7	Curriculum carefully considered and planned to identify and close gaps in English (reading and writing) and Maths.	<p>Baseline assessments</p> <p>Star Reading Assessment</p> <p>Teacher knowledge – writing and reading strategies to close gap with national (years / months)</p> <p>Curriculum opportunities for extended writing identified.</p> <p>Teacher knowledge, baseline assessments</p>	<p>NMM and accelerated reader assessments.</p> <p>Reading Lead to work with staff to provide strategies to develop extended writing and develop subject specific vocabulary (language for learning).</p> <p>White Rose Maths resources used to support curriculum mastery.</p>	<p>Lost learning time coupled with low starting points means that careful curriculum consideration is required to ensure that learning and progress is effectively transitioned across the curriculum requirements.</p>	<p>Pupils make a successful transition between Year 6 and 7.</p> <p>Reading age and writing age improve, closing gap with national.</p> <p>Opportunities for extended writing are in place across the curriculum.</p>	SHA JMC DGO CXC
<b>A</b>	All pupils	Quality first teaching to accelerate progress and close gaps.	<p>Appropriate assessments used within year groups across the academy to identify gaps.</p> <p>Curriculum leader knowledge of missed learning.</p> <p>Phase leader and teacher knowledge of pupils.</p>	<p>Inset days used to target priorities as pupils returned to school. Focus on phonics and reading.</p> <p>Assessment strategies to support identification of gaps.</p>	<p>Prolonged time away from school.</p> <p>Varying levels of engagement and response to home learning.</p> <p>New teachers and PSAs joining the team.</p> <p>Flexibility in approaches needed to meet the needs of all pupils.</p>	<p>Strong QFT supported by robust assessment processes to ensure that pupils have the best chance of catching up – evidenced by the outcomes of QA, improvements in reading, writing and maths closing gap with national.</p>	CLO BWR AGR RDU MGA CL YD
<b>B</b>	All pupils	Early Career Teachers receiving a high quality offer of support to ensure that they are continuing to develop as strong practitioners.	<p>Appropriate assessments used within subjects across the Academy to identify gaps.</p> <p>Curriculum leader, phase leader, year director and teacher knowledge of students.</p> <p>Appropriate outcomes from teaching and learning quality assurance</p>	<p>Engagement with Teach First early adopter programme of support for NQTs and mentors.</p> <p>Engagement with Trust offer for RQTs and mentors.</p> <p>Careful consideration given to staffing to allow Strong mentors to be in place to support ECTs</p>	<p>ECTs did not complete their training years in the expected way.</p>	<p>ECTs and mentors feel well supported.</p> <p>Strong practitioners in place as evidenced by QA and ECT reviews</p>	CLO RDU MGA SHA

<b>C</b>	All pupils	Accessible remote learning platforms	<p>Analysis of engagement with home learning.</p> <p>Pupil/parent/carer/teacher voice.</p> <p>Access to technology in the home to support remote learning.</p>	<p>EYFS – Tapestry</p> <p>CPD for staff and parents/carers</p> <p>KS2 – Sharepoint</p> <p>CPD for staff, parents/carers and pupils</p> <p>KS3, 4 and 5 – Show my homework</p> <p>CPD for staff, parents/carers and pupils</p> <p>Building our remote learning strategy into our curriculum offer.</p>	Allowing pupils to still engage with the curriculum and support their progress during periods of isolation.	Strong levels of engagement with remote learning.	<p>CLO</p> <p>BWR</p> <p>AGR</p> <p>RDU</p> <p>MGA</p> <p>YD</p> <p>CL</p>
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## 2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured	Staff Lead
<b>A</b>	Year 6 / Year 7	Targeted small group and 1:1 support to enhance QFT offer and deliver intervention to plug gaps and move pupils closer to ARE.	<p>PiXL assessments (Y6)</p> <p>Assessment</p>	<p>Academic mentors</p> <p>Time allocation for leaders to undertake a curriculum review.</p>	The current Y6 cohort are 61%pp and 51% SEN. The additional teaching capacity will support their transition to Y7.	Improved outcomes for pupils in relation to their starting points.	RDU Primary
<b>A</b>	Secondary	Targeted small group and 1:1 support to enhance QFT offer and	Assessments	Pre IIT staffing in English and Maths to support intervention through targeted small	Pre IIT subject specialist can provide high levels of subject knowledge to support HA / HA Dis learners and to provide	Improved outcomes for pupils in relation to their starting points.	DGO SHA

		deliver intervention to plug gaps and move pupils closer to ARE.		group and individual work and in class support.	time for teaching staff to work with SEND and Dis.		
<b>B</b>	Reception pupils who are at risk of not meeting ARE in communication and early language.	Targeted small group and 1:1 support to deliver the NELI programme.	Baseline assessments. ExATT tracking.	NELI – Nuffield Early Language Intervention.	EEF recommended approach to support with early language and communication.  Low levels of language and communication.  High numbers of pupil premium pupils (45%)	Pupils accessing the intervention make good progress towards or meet ARE in relation to their starting points.	CLO
<b>C</b>	Pupils needing additional interventions to close gaps in phonics, reading / writing and maths.	Targeted small group and 1:1 support to enhance QFT offer and deliver intervention to plug gaps and move pupils closer to ARE.	Phonics assessments PiXL assessments Fluency assessments	Additional PSA for academic year 20/21	Assessments have given a clear indication of gaps and interventions needed to support this. Greater capacity would allow for the trained PSAs to deliver these.		BWR AGR RDU MGA MNE
<b>C</b>	Secondary – pupils needing additional interventions to close gaps in reading, writing and maths with a focus on the most vulnerable : SEND & Dis	Targeted small group intervention and 1:1 support to enhance QFT offer and deliver intervention to close gaps.	Star Reading Assessment GL Assessments Subject specific assessments	Intervention programs including Fresh Start, My Maths Support of academy Reading Lead	Assessments provide a clear indication of gaps CPD will allow a greater number of PSAs to be able to deliver intervention programs	Improvements in reading, writing and mathematics as evidenced by a greater number of pupils working at the expected standard.	

### 3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Desired Outcome and how/when it will be measured	Staff Lead
<b>A</b>	Secondary – pastoral support.	Targeted small group and 1:1 support to ensure that pupils' wider	Year Director and Pastoral Managers dialogue Learning behaviour logs	Additional PSA for academic year 20/21	There is a greater level of pastoral support required to ensure that individual needs are being met allowing all pupils to	Learning behaviours are not a barrier to academic success.	MNE

		needs are met through appropriate support and intervention.			access the curriculum successfully.		
<b>B</b>	Pupils across primary and secondary.	Targeted 1:1 support  Small group work	Learning behaviour logs Boxall profiling – EEF recommended assessment tool.	Psychologist – ‘Nuture Garden’.  CBT training	Supporting the pupils with mental health and behaviour on their return to school post lockdown.  Evidenced based approaches.	High levels of engagement from pupils. Positive feedback from pupils, teachers and physiologist. Evidence that strategies are being used in class. Pupils well-being is effectively supported allowing them to better access the curriculum and make good progress.	TPS MNE YD
<b>C</b>	Pupils across primary and secondary.	Targeted 1:1 support  Small group work	Learning behaviour logs Boxall profiling – EEF recommended assessment tool.	Training 4 additional staff to be ELSAs – Emotional Literacy Support Assistants.	Research based psychology intervention to support pupils’ social and emotional needs as well as their well-being.  Seen the positive impact already so want to increase capacity.	High levels of engagement from pupils. Positive feedback from pupils, teachers and physiologist. Evidence that strategies are being used in class. Pupils well-being is effectively supported allowing them to better access the curriculum and make good progress.	TPS MNE
<b>D</b>	Pupils across secondary	Pupils across Years 7 – 13 to identify areas of need where pupils attitudes towards self and school indicate the need for support / intervention	Learning behaviour logs	PASS – Pupil attitudes towards self and school		Timely identification and referral system. Appropriate referrals and interventions leading to higher levels of engagement from pupils. Pupils well-being is effectively supported allowing them to better access the curriculum and make good progress.	MNE YD