



Anney Catholic Primary School
Catch Up Funding Strategy
2021 – 2022

Spending - At Annecy, this money will be used in order to:

- Purchase curriculum resources and materials that support pupils to get “back on track”.
- Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning

Aims - The broad aims for “catch up” at Annecy:

- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 related school closures
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Action Plan for Pupil Premium provision 2021/2022

| Academic Year | Amount of Catch Up Funding |
|---------------|----------------------------|
| 2021 - 2022 | £21165.76 |

Total Pupils on roll EYFS to Year 6: 166 children

Action Plan for use of Catch Up Funding - 2021-2022

| Action: | Amount allocated (£) | Targeted Group(s) | Intended Outcomes How the actions impact on achievement | Monitored by | Impact |
|--|----------------------|-------------------|---|-----------------------------------|--------|
| Focus on consolidation of basic skills | £0 | KS1 & KS2 | The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age. | SLT English Lead Maths Lead | |

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|--|--------------|-----------------|--|---|--|
| Additional lesson time on core teaching | £0 | KS1 & KS2 | Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term. | SLT English Lead Maths Lead | |
| Particular focus on early reading and phonics | £1980 + £570 | EYFS KS1 | This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary. Additional phonics interventions to be provided in the afternoon | SLT Phonics Lead EYFS Lead | |
| Assessment of learning and of basic skills to identify major gaps | £2000 + £900 | KS1 & KS2 | Teachers will work to identify gaps in learning and adapt teaching accordingly. Interventions will be planned and delivered from identified gaps. Standardised testing to be used to accurately identify gaps in learning and to measure progress. Targeted interventions delivered using gap level analysis tool (Shine – Rising Stars) for Maths and Reading | SLT Class Teachers Learning coordinator SENCO | |
| Time spent on mental health, wellbeing and social skills development | £3467.10 | EYFS, KS1 & KS2 | This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. Using the Empowerment Approach to support children’s wellbeing and identify needs early. Dedicated EPR time to support children’s understanding of the world. Nurture group for those children who need additional support. | SLT Class teachers MH Support team Learning coordinator SENCO | |
| Additional support and focus on basic core skills | £9835.02 | KS1 & KS2 | Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment. Targeted intervention | SLT Learning coordinator SENCO | |
| Additional time to practice basic skills | £0 | | This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing | SLT Learning coordinator SENCO Class Teachers | |

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| | | | and mathematics) and there will be flexibility on timetables to allow this. | | |
| Additional pastoral care to support those pupils finding it difficult to access the curriculum. High SEMH need identified in two classes – 1 to 1/ 1 to 2 adult supervision needed to allow them and the rest of the class to access learning | £12570 | | Support for these pupils will ensure Quality First Teaching can happen without disruption. Needs of very high needs pupils can be met, without disadvantaging the rest of the class. This support will enable ALL learners to make accelerated progress towards, and beyond, age related expectation | | |
| Total spend: | £31322.12 | | | | |

The above use strategies from the Education Endowment Foundation's Teaching and Learning Toolkit to inform our decision making:

| Type | Evidence strength | Impact |
|--|-------------------|-----------|
| Arts participation | 3 out of 5 | +3 months |
| Behaviour interventions (Empowerment Approach) | 2 out of 5 | +4 months |
| Mastery Learning (Maths – Power Maths) | 2 out of 5 | +5 months |
| Oral language intervention – dialogic talk and pre-teaching specific vocabulary | 4 out of 5 | +6 months |
| Phonics -Read, Write Inc. | 5 out of 5 | +5 months |
| Physical activity | 3 out of 5 | +1 month |
| Reading comprehension strategies – one to one and small group activities with a TA/ Learning coordinator | 4 out of 5 | +6 months |
| Small group tuition | 3 out of 5 | +4 months |
| Social and emotional learning – Empowerment Approach | 1 out of 5 | +4 months |
| Teaching Assistant Interventions | 3 out of 5 | +4 months |