

Bushbury Lane Primary Academy: Summary of Catch-Up Strategy



This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance**).

School information			
School	Bushbury Lane Primary Academy		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£15,406
Total number of pupils	201	% Disadvantaged Pupils	61%

Contextual Information (if any)
47% EAL, High Mobility, High proportion of disadvantaged children (52%), lack of parental engagement, high SEND needs (22%)

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Improving standards in teaching and learning across the school catering for pupils who have lost out on learning
B.	Interventions and training staff on delivery
C.	Assessment and monitoring - PUMA and PIRA baselines show that approximately 70% of children in the school are working significantly below the expected standard in reading and maths (at least 1 year behind)

Summary of Expected Outcomes	
A.	Raise standards/ outcomes
B.	Closing gaps/ raising attainment
C.	Closing gaps/ raising attainment

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES																					
Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)														
Supporting great teaching	<p>To purchase Maths No Problem to improve the academic achievement in Maths across the school. September baselines show that 70% of children are working significantly below the expected standard.</p> <p>PUMA baselines</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PUMA Assessment</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>74% WT</td> </tr> <tr> <td>Year 2</td> <td>58% WT</td> </tr> <tr> <td>Year 3</td> <td>81% WT</td> </tr> <tr> <td>Year 4</td> <td>77% WT</td> </tr> <tr> <td>Year 5</td> <td>70% WT</td> </tr> <tr> <td>Year 6</td> <td>62% WT</td> </tr> </tbody> </table>	Year Group	PUMA Assessment	Year 1	74% WT	Year 2	58% WT	Year 3	81% WT	Year 4	77% WT	Year 5	70% WT	Year 6	62% WT	<p>All children across the school will benefit as 70% of children across the school are working below the expected standard for their current year group (at least 1 full year group below)</p> <p>Introduce the scheme across the whole school using the workbooks from previous year groups for targeted interventions.</p>	<p>To show a significant improvement in the number of children meeting the expected standard.</p>	<p>SLT</p> <p>Maths Lead LH</p>	<p>Drop in sessions T & L Reviews Book Monitoring Questioning children Data tracking</p> <p>Children will be tracked from baseline. Maths No Problem to be introduced after half term and children will be assessed again after Autumn Term to show progress.</p>	£0	£4,245.12
Year Group	PUMA Assessment																				
Year 1	74% WT																				
Year 2	58% WT																				
Year 3	81% WT																				
Year 4	77% WT																				
Year 5	70% WT																				
Year 6	62% WT																				
	<p>Ensuring teachers have training and support to adjust to the changes to improve the quality of teaching as all pupils return to school.</p>	<p>All children</p> <p>Staff INSET Days and Staff Meetings covering adjustments needed for new school year.</p> <p>Assessment staff meeting to ensure teachers understand</p>	<p>Raising standards and awareness of needs within every class.</p> <p>Teachers will be equipped with the skills to ensure that every child has the potential to catch up.</p>	<p>LS</p> <p>LH</p> <p>PT</p>	<p>Monitoring impact of training by observing interventions/ teaching around the school.</p> <p>Books</p>	No additional costs. Staff already employed at Bushbury Lane.	£0														

		where children's gaps are and how to match the appropriate interventions/ analyse the data.					
	Modelled lessons from outstanding teachers in the school to those who are less experienced.	All Raises standards and teaching and learning expectations across the whole school.	Target is that 100% of teaching is good or better by the end of this academic year, and at the minimum every teacher is making significant improvements and steps towards teaching consistently good lessons.	SLT	Half termly teaching and learning reviews.	No additional costs. OTM employed September 2020 to teach in Y6 and scaffold teachers across the school.	£0
	High quality training for teaching assistants who will be leading on interventions across the school	Will benefit all children by TAs being upskilled to support in all lessons across the curriculum. Disadvantaged children will be targeted through interventions.	Comparison analysis between disadvantaged and non-disadvantaged children. Teachers will identify needs quickly.	SLT	Teaching and learning reviews will show a rise in the standard and quality of interventions around the school. Assessing children half termly will show progress across the school.	£0	£0
	To purchase WIDGET - platform to support EAL children and children with SEND needs across the school.	EAL children (47%) Speaking at home in own languages for 6 months – children have fallen significantly behind.	This tool will support EAL children in class and in turn will drive progress in children's reading and writing.	PT	Books Pupil voice Assessments	£0	£200

Pupil Assessment and Feedback	PUMA and PIRA tests will be used as a baseline and then again at the end of the half term to check impact of teaching in 6-week period and check how significant gaps are/ how quick children are catching up.	Those who are significantly behind.	PUMA and PIRA assessment will be used after early half term and data analysis will be carried out by Head to track progress. Interventions will vary depending on assessment results half termly.	LS	Assessments Teacher judgements - Otrack Books T & L Reviews	£221	£157
Transition support	Pastoral Lead New Room – interventions carried out to support children with SEMH needs upon return to school. Office based Pastoral Lead move to intervention room – a new nurturing environment for children’s return to school	Children identified with SEMH needs previous to lockdown period and those identified post.	Children will have additional support upon returning to school.	Pastoral Lead SLT	Pupil questionnaire Pastoral Notes Measure attendance of children struggling with return to school.	Full time pastoral support 5 days a week	£0
	Resources to support SEMH children returning to school (fidget toys, SEMH games etc.)	Children identified with SEMH needs. Further children added to list post COVID return to school.	Children will have additional support upon returning to school.	Pastoral Lead	Pupil questionnaire Pastoral Notes Measure attendance of children struggling with return to school.	Full time pastoral support 5 days a week	£104.80
Cost - Sub-totals						£221.00	£4,706.92
Total budgeted cost for Strand 1						£4,927.92	

STRAND 2: TARGETED SUPPORT

Element of Strand <i>(eg, Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)																												
1:1 and small group tuition	<p>To employ a member of staff (TA or part time teacher) who will run interventions for children who have fallen significantly behind.</p> <p>12.5 hours (TA)</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4a7ebb; color: white;"> <th style="font-size: small;">Year Group</th> <th style="font-size: small;">PUMA Assessment</th> </tr> </thead> <tbody> <tr><td style="font-size: small;">Year 1</td><td style="font-size: small;">74% WT</td></tr> <tr><td style="font-size: small;">Year 2</td><td style="font-size: small;">58% WT</td></tr> <tr><td style="font-size: small;">Year 3</td><td style="font-size: small;">81% WT</td></tr> <tr><td style="font-size: small;">Year 4</td><td style="font-size: small;">77% WT</td></tr> <tr><td style="font-size: small;">Year 5</td><td style="font-size: small;">70% WT</td></tr> <tr><td style="font-size: small;">Year 6</td><td style="font-size: small;">62% WT</td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4a7ebb; color: white;"> <th style="font-size: small;">Year Group</th> <th style="font-size: small;">PIRA Assessment</th> </tr> </thead> <tbody> <tr><td style="font-size: small;">Year 1</td><td style="font-size: small;">82% WT</td></tr> <tr><td style="font-size: small;">Year 2</td><td style="font-size: small;">81% WT</td></tr> <tr><td style="font-size: small;">Year 3</td><td style="font-size: small;">60% WT</td></tr> <tr><td style="font-size: small;">Year 4</td><td style="font-size: small;">63% WT</td></tr> <tr><td style="font-size: small;">Year 5</td><td style="font-size: small;">68% WT</td></tr> <tr><td style="font-size: small;">Year 6</td><td style="font-size: small;">42% WT</td></tr> </tbody> </table>	Year Group	PUMA Assessment	Year 1	74% WT	Year 2	58% WT	Year 3	81% WT	Year 4	77% WT	Year 5	70% WT	Year 6	62% WT	Year Group	PIRA Assessment	Year 1	82% WT	Year 2	81% WT	Year 3	60% WT	Year 4	63% WT	Year 5	68% WT	Year 6	42% WT	<p>TA will support children and run purposeful, timely interventions which will enable those children who have fallen behind to catch up with their peers, meaning more children will reach the expected standard before the end of the academic year.</p>	<p>LS LH PT</p>	<p>Drop ins Observations Books Assessments Data Analysis</p>	£3,866.00	£8,000.00
Year Group	PUMA Assessment																																		
Year 1	74% WT																																		
Year 2	58% WT																																		
Year 3	81% WT																																		
Year 4	77% WT																																		
Year 5	70% WT																																		
Year 6	62% WT																																		
Year Group	PIRA Assessment																																		
Year 1	82% WT																																		
Year 2	81% WT																																		
Year 3	60% WT																																		
Year 4	63% WT																																		
Year 5	68% WT																																		
Year 6	42% WT																																		

<p>Intervention programmes</p>	<p>Maths No Problem to be implemented across the school to support the teaching of Maths and to accelerate progress across the school. Textbooks and online resources will be used during Maths lessons and workbooks will be used for targeted interventions across the school in the afternoons.</p> <p>All TAs to be part of Maths No Problem training.</p> <p>All TAs to part of staff meetings on interventions and assessment.</p> <p>All children in need of interventions will be placed in small groups for short bursts of interventions.</p>	<p>70% of the children in the school are working significantly below age related expectations.</p> <table border="1" data-bbox="748 236 1041 710"> <thead> <tr> <th>Year Group</th> <th>PUMA Assessment</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>74% WT</td> </tr> <tr> <td>Year 2</td> <td>58% WT</td> </tr> <tr> <td>Year 3</td> <td>81% WT</td> </tr> <tr> <td>Year 4</td> <td>77% WT</td> </tr> <tr> <td>Year 5</td> <td>70% WT</td> </tr> <tr> <td>Year 6</td> <td>62% WT</td> </tr> </tbody> </table>	Year Group	PUMA Assessment	Year 1	74% WT	Year 2	58% WT	Year 3	81% WT	Year 4	77% WT	Year 5	70% WT	Year 6	62% WT	<p>A higher percentage of children will reach the expected standard in Maths before the end of the academic year</p>	<p>LS LH PT</p>	<p>Drop ins Observations Books Assessments Data Analysis</p>	<p>£0</p>	<p><i>Cost added above at £4,245.12</i></p>
Year Group	PUMA Assessment																				
Year 1	74% WT																				
Year 2	58% WT																				
Year 3	81% WT																				
Year 4	77% WT																				
Year 5	70% WT																				
Year 6	62% WT																				
	<p>To purchase SHINE and use this resource for targeted interventions for Reading and Maths. TAs will deliver targeted individual and group intervention activities for the areas of weakness demonstrated in pupils' diagnostic test results.</p>	<p>70% of children across the school from Year 1 – Year 6 are working significantly below the expected standard in Reading and Maths and therefore all of these children will benefit from targeted interventions.</p>	<p>A higher percentage of children will reach the expected standard in Reading and Maths before the end of the academic year.</p>	<p>LH</p>	<p>Drop ins Observations Books Assessments Data Analysis</p>	<p>£0</p>	<p>£700</p>														

	<p>To implement 'Fresh Start' as a catch-up literacy intervention for pupils who are falling behind their peers in KS2. Fresh Start will provide systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention.</p>	<table border="1"> <thead> <tr> <th>Year Group</th> <th>PIRA Assessment</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>82% WT</td> </tr> <tr> <td>Year 2</td> <td>81% WT</td> </tr> <tr> <td>Year 3</td> <td>60% WT</td> </tr> <tr> <td>Year 4</td> <td>63% WT</td> </tr> <tr> <td>Year 5</td> <td>68% WT</td> </tr> <tr> <td>Year 6</td> <td>42% WT</td> </tr> </tbody> </table>	Year Group	PIRA Assessment	Year 1	82% WT	Year 2	81% WT	Year 3	60% WT	Year 4	63% WT	Year 5	68% WT	Year 6	42% WT	<p>A higher percentage of Key Stage 2 children will reach the expected standard in Reading and Writing before the end of the academic year.</p>	PT	<p>Observations Books Assessments Data Analysis</p>	£1,185.00	£0
Year Group	PIRA Assessment																				
Year 1	82% WT																				
Year 2	81% WT																				
Year 3	60% WT																				
Year 4	63% WT																				
Year 5	68% WT																				
Year 6	42% WT																				
	<p>Times Tables Rockstars to be implemented across key stage 2. TTRS is a carefully sequenced programme of daily times tables practice. TTRS will be used as part of lessons in classrooms as well as short burst interventions.</p>	<p>Key Stage 2 children who are not at the expected standard in Maths</p>	<p>Research shows that TTRS has very successfully boosted times tables recall speed for hundreds of thousands of pupils across the country and therefore progress is expected immediately. Children have all had a baseline test and progress will be tracked half termly.</p>	LS	<p>Assessments Data Analysis Pupil Voice</p>	£94.90	£0														

	To purchase Lexia® Core5® Reading to support TAs in providing differentiated literacy instruction for students of all abilities (catch up/ those who should be GD etc.) Lexia is a research-proven program provides explicit, systematic, personalised learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.	Children who have been identified on baseline tests as having a lot of gaps in learning. Children who have the potential to be GD. Key Marginal children who need short bursts of intervention to catch up with their peers.	Assessments will show a rise in the number of children at the expected standard in reading throughout the year.	PT	Observations Books Assessments Data Analysis	£700	£2,000.00
Extended school time (before and after school interventions)	Year 6 boosters. Year 6 teacher and other experienced staff across the school will teach boosters 3 x weekly to accelerate progress for those children working below the expected standard. Boosters will also focus on those children who should have achieve GD by the end of the year but due to missing out on education have fallen back to the expected standard.	Year 6 Pupils - All	A higher percentage of Key Stage 2 children will reach the expected standard in Reading and Maths before the end of the academic year.	PT	Assessments Data Analysis	£0	£0
Cost - Sub-totals						£5,845.90	£10,700.00
Total budgeted cost for Strand 2						£16,545.90	

Cost - Sub-totals	£0	£0
Total budgeted cost for Strand 3	£0	

Financial Summary

Cumulative Sub-total for all strands	£6,066.90	£15,406.92
Total budgeted cost for all strands	£21,473.82	

Additional Information (if any)