

## Catch Up Funding Strategy Statement 2020-21

<b>School</b>	Boston West Academy	<b>School Strategy Leader</b>	Simon Morley
<b>No. of Eligible Pupils<sup>1</sup></b>	417	<b>Total Allocation<sup>2</sup></b>	£33,360 (total spend: £33,598)

### 1 Teaching

Training and support for teachers through the BWA Pathway (recovery curriculum)

Professional development opportunities and resourcing to support the implementation of the Pathway (weekly)

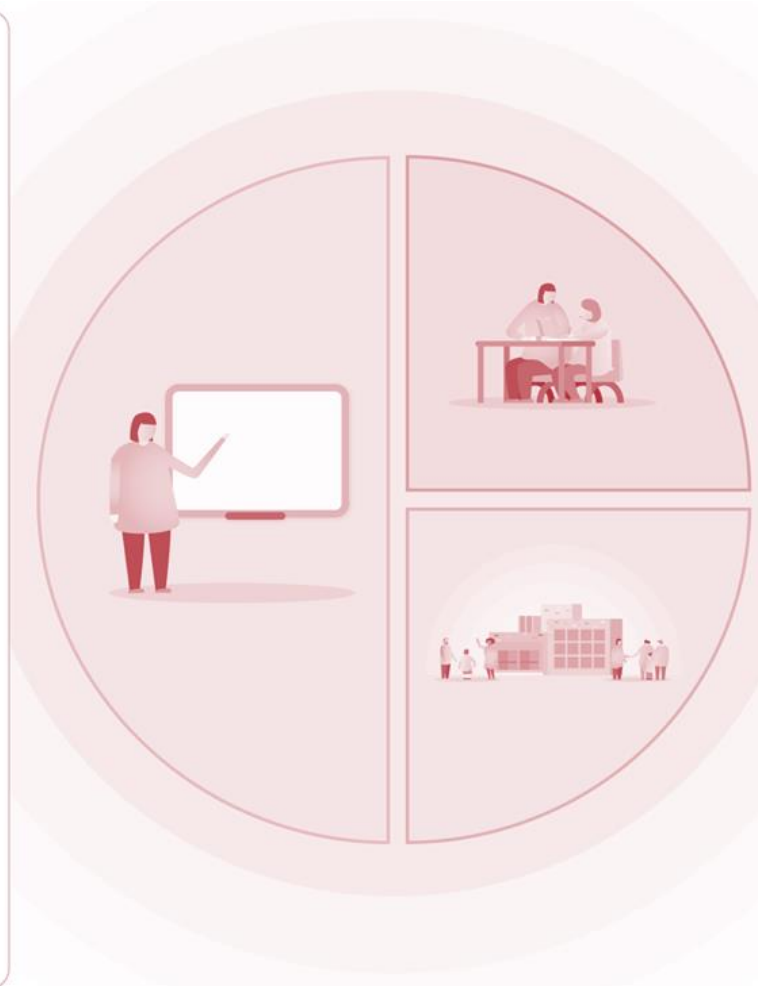
Emphasis on ensuring quality first teaching across the school

Development of the school curriculum in order to meet identified needs and gaps, creating the conditions for every pupil to thrive

Ensuring teachers have training and support to adjust to structural and organisational changes

Additional support for NQTs and early career teachers

Accurate and robust pupil assessment



### 2 Targeted academic support

Member of the school leadership team allocated to specific year groups

One-to-one and small group tuition

Small group and additional intervention work

### 3 Wider strategies

BWA Pathway to provide transition support

Learning mentor time allocated to the wellbeing of pupils, parents and staff

Developing remote learning strategy, including access to technology for identified families

<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 for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances and should prioritise support for pupils according to their need.

## 1. Teaching

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured
<b>A</b>	All pupils	Quality first teaching to accelerate progress in order to catch up	All pupils will benefit from this approach	Quality First Teaching (QFT) staff meeting focus for teachers presented by Teaching and Learning Leaders (TaLLs) – What is QFT? What does it look like?	Great teaching is the most important lever schools have to improve outcomes for their pupils (EEF) <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a>	n/a	Desired outcome: rapid progress for all pupils  Baselines taken in October  Assessments undertaken throughout the academic year  End of year assessments will be used to measure progress
<b>B</b>	Pupils across the school who will benefit from concrete resources to support their learning in maths	To develop concrete understanding in maths	Baseline assessments in October identified pupils	Purchase additional resources for mathematics (concrete apparatus)	Concrete, pictorial, abstract (CPA) is a highly effective approach to teaching that develops deep and sustainable understanding of maths in pupils.	£1200	Desired outcome: accelerated progress in maths  End of year assessments in maths will be used to measure progress
<b>C</b>	All pupils	Scaffolded learning	All pupils will benefit from this approach	Purchase additional scaffold resources to support learning	Scaffolding learning effectively improves outcomes	£200	Desired outcome: rapid progress for all pupils  End of year assessments will be used to measure progress
<b>D</b>	Identified year groups	Additional mentoring and coaching for early career teachers	Year groups with NQTs or teachers in the early stages of their career	Teaching and learning leaders (TaLLs) model of support – additional mentoring and support	Early career teachers are likely to benefit from additional mentoring and support (EEF) <i>See link above</i>	£2117	Desired outcome: Additional mentoring and coaching for early career teachers resulting in improved outcomes for pupils
<b>E</b>	All pupils in Y1-Y6	Effective assessment to support identification of gaps in learning	All pupils in KS1&2 will benefit from this approach	Use of NTS assessments for gap analysis and time for the analysis to be	Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support (EEF)	£3370	Desired outcome: Early and ongoing identification of gaps in learning to enable swift intervention.

				completed, compiled and analysed	<i>See link above</i>		
<b>F</b>	All pupils	Catch-up in areas where pupils have fallen behind	GAPS & NTS assessments undertaken at intervals throughout the year	Staff meeting time to show teachers how to identify gaps and what to do about them. Strategies to support accelerated progress.	Gaps analysis is an effective way of identifying gaps in learning to enable swift intervention.	n/a	Desired outcome: Early and ongoing identification of gaps in learning to enable swift intervention.
<b>G</b>	All pupils	A focus on the school curriculum will benefit pupil outcomes	All pupils will benefit from this approach	Mobilise – curriculum planning	Project will focus on the evidence-base of: learning outside the classroom, ‘diversity and decolonisation’, feedback, principles of instruction, reading across the curriculum and remote and blended learning.	£1437.50	Desired outcome: Develop the curriculum to create the conditions for every pupil to thrive.

## 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	Expenditure	Desired Outcome and how/when it will be measured
<b>A</b>	Identified Y1 children	Lowest 20% reading, requiring daily phonics intervention	Assessments on Phonics Tracker identifying gaps in learning	Daily phonics intervention recommended by the English Hub	Strategy based on SSP with EEF research <i>See link above</i>	£4435	Desired outcome: improved outcomes in phonics for the lowest 20% in Y1  Children will be re-assessed every half term with lowest 20% receiving intervention.
<b>B</b>	Identified EYFS children	Lowest 20% reading, requiring daily phonics intervention	Assessments on Phonics Tracker identifying gaps in learning	Daily phonics intervention recommended by the English Hub	Strategy based on SSP with EEF research <i>See link above</i>	£4435	Desired outcome: improved outcomes in phonics for the lowest 20% in EYFS  Children will be re-assessed every half term with lowest 20% receiving intervention.
<b>C</b>	All pupils in EYFS	Developing language and communication	Guided by programme	Nuffield Early Language Programme	Recommended by EEF <i>See link above</i>	n/a	Desired outcome: improved language and communication in EYFS  In line with programme expectations and structure

<b>D</b>	Identified pupils in all year groups	Bespoke support according to the needs of identified pupils	Teacher assessments NTS assessments	Intervention carried out by Teaching and Learning Leaders	In order to support pupils who have fallen behind furthest, structured interventions are likely to be necessary (EEF) <i>See link above</i>	£6351	Desired outcome: accelerated progress for pupils who have fallen behind  Ongoing formative and summative assessment
<b>E</b>	Year 6 – identified pupils	English and maths support	Teacher assessments NTS assessments	Y6 smaller group sizes for maths and English. The 3 way split using the Hive as an additional classroom.	EEF toolkit indicates +3 months by reducing class size <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>	n/a	Desired outcome: pupils in year 6 will make accelerated progress in English and maths
<b>F</b>	Identified children in key stage 2	Children who may have missed, or not fully understood, some of the crucial stages of systematic synthetic phonics teaching in the early years and KS1.	Phonics assessments	Bounce Back Phonics	Structured interventions support pupils who has fallen behind (EEF) <i>See link above</i>	£60	Desired outcome: Improved phonic knowledge for identified pupils
<b>G</b>	Identified children in key stage 2	Support for reading, particularly those who are dyslexic or those with dyslexic tendencies	Reading assessments	Toe by Toe for reading	Several studies from around the world in support of the effectiveness of Toe by Toe: <a href="https://toe-by-toe.co.uk/wp-content/uploads/2019/06/Toe-By-Toe-Academic-Research-Data-.pdf">https://toe-by-toe.co.uk/wp-content/uploads/2019/06/Toe-By-Toe-Academic-Research-Data-.pdf</a>	n/a	Desired outcome: Improved reading attainment for identified children.
<b>H</b>	Identified individual pupils	Spelling – gaps in knowledge	Purchase “Stareway to Spelling” manual.	One-to-one intervention	Structured interventions support pupils who has fallen behind (EEF) <i>See link above</i>	£17	Desired outcome: Improved reading attainment for identified children.
<b>I</b>	Identified disadvantaged pupils	Bespoke tuition to meet specific needs of identified individuals or small groups	NTS/ GAPS assessments Teacher assessments	Access to National Tutoring Programme	Small group and one to one tuition can be effective catch up Approaches (EEF) <i>See link above</i>	£6000	Desired outcome: accelerated progress for identified disadvantaged pupils

### 3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured
A	All pupils	Transition support:  Wellbeing  Building relationships  Engagement  Motivation	All pupils will benefit although identified pupils will be given additional support where required	BWA Pathway – bespoke approach to welcoming all pupils back into school with a focus on key levers and aspects	Returning to school after the coronavirus lockdown: <a href="https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown">https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown</a>  Think Piece: A Recovery Curriculum: Loss and Life for our children and schools post pandemic, written by Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK and Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK: <a href="https://www.evidenceforlearning.net/recoverycurriculum/">https://www.evidenceforlearning.net/recoverycurriculum/</a>  Primary Recovery Curriculum: <a href="https://www.coventry.gov.uk/info/62/coventry_send_support_service/3632/primary_recovery_curriculum">https://www.coventry.gov.uk/info/62/coventry_send_support_service/3632/primary_recovery_curriculum</a>  Resuming the curriculum, September 2020: <a href="https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/">https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/</a>  7 creative ways to teach a recovery curriculum: <a href="https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum">https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum</a>	n/a	Desired outcome: School community will have been re-established and the wellbeing of all members of our school will be strong.  Learning for all pupils will have been maximised.  Pupils’ metacognitive and self-regulation strategies will have improved.  New pedagogies including blended learning, flipped classrooms, pre-learning at home, interleaving and spaced learning will have been implemented.

<b>B</b>	All pupils  Identified pupils without access to the required technology at home	Use of technology both in and out of school in order to access key remote education resources	By teachers – liaison with families	Purchase additional iPads to support remote education	Ensuring access to technology is key, especially for disadvantaged pupils (EEF) <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/">https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/</a>	£3975	Desired outcome: access to technology for disadvantaged pupils leading to improved outcomes
<b>C</b>	Identified pupils from across the school	Pupils who are struggling with their mental health and/or wellbeing or finding it difficult to access classroom activities	By class teachers, learning mentor or DSL	Enhanced Learning Mentor support for identified pupils	EEF toolkit indicates +4 months via social and emotional learning <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	n/a	Desired outcome: improve pupils' interaction with others and self-management of emotions
<b>D</b>	Identified pupils from across the school	Transition support	By class teachers, learning mentor or DSL	Support for pupils who require behaviour intervention – eg brain breaks	Transition support (EEF) <i>See above link</i>	n/a	Desired outcome: ensure pupils are ready to learn.