



## Guildford Grove

### Catch Up Funding Action Plan 2020-21

#### Rationale:

Schools have been provided with additional funding to help bridge the gap in learning that many pupils experienced during the prolonged lockdown resulting in months of school closure.

At Guildford Grove, this amounts to a figure of £27,600 for the academic year 2020-21.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

We have thought carefully about the best way to spend this funding in order to have the most lasting impact on pupil outcomes. Using educational research and our own knowledge of how our pupils learn best, we have established a plan for the year which communicates the strategies chosen and expected impact.

Strategy	Rationale	Action	Required resource	Cost
<b>To support our disadvantaged pupils to bridge the gaps in their reading and writing in order to support them in their education journey</b>	It is clear from our pupils return that the gap has widened particularly in language and communication, phonics and reading. By putting additional teacher support for small	Small group intervention run once a week by two experienced teachers across Years 1,2,3 and 4.	2 x experienced teachers for two days of teaching from January through to the end of the year.	£15,663

	groups in phonics, reading and spelling, this will ensure the gap narrows and elements of the curriculum missed during lockdown are re-taught and secured.			
<b>To support our reception pupils in developing their language and communication</b>	Our youngest pupils tend to have low starting points and there are usually many children with communication difficulties, delay or a language deprivation. This year we have seen an even higher number of pupils affected than normal.	Our school to take part in the Nuffield Early Language Intervention (NELI) year long project. Two teaching assistants will be trained throughout the year.	Please refer to our pupil premium document	Refer to pupil premium document
<b>To ensure resources we have in class support our pupils with language and communication difficulties</b>	Using resources to ensure our pupils are well supported to develop their language and communication is crucial.	Order a range of resources to support learning including talk tins etc	To be confirmed	Approx £3000
<b>To support our disadvantaged families to encourage all pupils to return back to school</b>	A small minority of parents are still anxious about their children returning to school. We currently have eight families open to the inclusion service and these children are further suffering from a longer gap in their education.	Attendance team to work collaboratively with the inclusion team to reduce the percentage of persistent absence amongst pupils.	Attendance team weekly meetings Regular communication with the Inclusion Team	No additional cost  Refer to pupil premium document
<b>To support our Year 5 and 6 cohort to ensure they are well prepared for their secondary education</b>	Our Year 6 pupils, having missed a large chunk of their Year 5 year are requiring more support in order to be	Pupil premium targeted third teacher group  Breakfast catch up sessions once a week for small	Once a week 45 minute revision sessions for targeted children with 3 x experienced teachers.	£8,900

	well prepared for their next step in education.	groups led by experienced Year 6 teachers.	2 x Year 6 groups and 1 x Year 5 groups	
<b>To develop our less experienced teachers' knowledge and understanding of formative assessment</b>	Our teachers now need a strong knowledge of the previous year's curriculum as well as their own. It is vital that they assess our pupils gaps so that these gaps can be address in order for our pupils to make good progress.	A series of staff meetings in the spring term targeting assessment for learning.		No additional cost
<b>To support our families by providing technology to ensure children are able to access the remote learning should they need to self-isolate</b>	During the first lockdown, many of our families did not access the home learning remotely. Some of these accessed paper copies that we provided but some did not access the home learning at all. Should our pupils have to self-isolate, we are determined that all of our pupils can continue to access their education at home so that the gap does not continue to widen.	Ensure we have a class set of Kindle fires that can be used if a class or year group need to self-isolate. Following a parental questionnaire, staff can now identify those families that will require school kindle fires to cover the period of self isolation.	30 x Kindle Fires	£600
<b>Impact Review – July 2021</b>				
<p><b>Teacher catch up sessions</b> in the afternoons (Year 1, 2, 3, 4 and 5)</p> <p>Some captured data</p> <p>In <b>Year 2</b> we focused on the following in writing for the catch-up group:</p> <ul style="list-style-type: none"> <li>- oral rehearsal of sentences before writing</li> </ul>				

- constructing simple sentences, extending some children with using conjunctions
- sentence structure and coherence
- checking sentences make sense after writing and making corrections

There were 21 children across the year group who took part.

6 children (29%) achieved their target.

All the children in the catch-up group made progress in their writing and this was achieved because of the small group intervention put in place.

All children showed that they understood the mechanics of what makes a sentence coherent using the above criteria. If we had another half term, 58% of the children in the group would have achieved the expected standard.

**Year 4** spelling group:

12 children attended (in smaller groups)

1/12 missed several sessions due to regularly having Fridays off.

One child did not make good progress (not the one with poor attendance) but the rest improved their score using a test at the beginning and end of the summer term.

One child has gone on to achieve EXS when spelling was previously a barrier. This same child scored 13/20 in the spelling section of the GAPS paper which is a good score.

**Breakfast Catch up sessions (Year 5/6)**

Some captured data from Year 6

**Attendance:**

- 7 children were invited to attend
- 6 children all attended for the first few weeks
- One child stopped attending after a few weeks as she was unable to get their due to her family situation

**Focus:**

- Times tables
- Calculation skills/strategies
- Revision of key objectives taught in class to provide further practice

- Pre-teaching of key objectives to be taught in class

**Progress:**

- **Child A** – made excellent progress following a lockdown ‘dip’: SS 82 (Spring) → SS 99 (summer) → achieved EXS at the end of the year
- **Child B** – made good progress following a lockdown ‘dip’: SS 77 (Spring) → SS 84 (summer). Now also much more confident in maths and more actively involved in lessons following lockdown
- **Child C** – made good progress following a lockdown ‘dip’: SS 82 (Spring) → SS 91 (summer). Closing the gap (post lockdown) between her current attainment and her end of year target (close to achieving EXS)
- **Child D** – made some progress following a lockdown ‘dip’: SS 82 (Spring) → SS 87 (summer) but progress is not as good due to her erratic attendance in these sessions

Some captured data from Year 5

- Children focused on reading skills; improving both fluency and ability to answer questions using the text to support their answers.
- Session structure allowed time for higher demand text (due to high amount of adults support), focused vocabulary that linked to the text, inference and explanation questions using evidence from the text to support their answers.
- 7 children from year 5 were targeted. Children who were falling below the EXS standard but were targeted EXS.

→ Green - progress since the spring term assessments (following lockdown).

→ Purple – progress since the autumn term (Christmas assessments).

Child	Autumn PIRA data 2021 (SS)	Spring PIRA data 2021 (SS)	Summer PIRA data 2021 (SS)
1	101	83 (-18)	101 (+18) (+0)
2	94	85 (-9)	97 (+12) (+3)
3	82	76 (-6)	95 (+19) (+15)
4	88	105 (+17)	99 (-6) (+11)
5	101	99	95 (-5) (-6)
6	90	92 (+2)	95 (+3) (+5)
7	77	85 (+12)	95 (+10) (+18)

**Next steps**

A slight carry forward into 2021/22 will be targeted for Breakfast club catch up sessions in Years 5 and 6.