

SUMMARY INFORMATION

Total number of pupil:	416	Amount of catch-up premium received per pupil:	£80
DfE catch-up premium allocation:	£29,670	Additional BWT SIF funding available	£72,870

STRATEGY STATEMENT

Our allocation of catch-up funding is £29,760 and this has been supplemented by £72,870 from our Primary School Improvement Fund to provide a total allocation of £102,630 available. Based upon rigorous baseline evaluation of all children both academically & pastorally we have identified the following key priorities that need to be addressed in order for

All children to achieve at least pre COVID-19 expectations by the end of the academic year 20/21

These priorities are

- a. All children access full curriculum entitlement and high-quality first teaching.
- b. All children access high quality pre teaching to close their learning gaps and to prepare them to engage with their age-appropriate curriculum.
- c. SEND children are supported via bespoke academic & pastoral targeted support tailored to individual targets.
- d. Disadvantaged children are supported via bespoke academic & pastoral targeted support.
- e. Enhanced pastoral support is maximized to support the emotional well-being and mental health of our pupils.
- f. All staff access high quality training and support to ensure they are fully equipped to perform their roles effectively and provide quality first teaching.

We are addressing these priorities through the following specific types of provision:

1. External targeted professional support
2. Augmenting internal specialised support

Internal Specialised Support	External Professional Support
<ul style="list-style-type: none"> • Y1/2 TA additional support • Y3/4 TA additional support • Y5/6 TA additional support • EYFS Nuffield Early Language Intervention 	<ul style="list-style-type: none"> • Teach 1st Trainee • Teach 1st Academic Mentors • Think for The Future Mentors • Connex National Tutoring Programme • FFT Lightening Squad Tutoring Programme • Philosophy for Children

BARRIERS TO FUTURE ATTAINMENT	
ACADEMIC	
A	<i>Access to learning due to lockdown was limited, therefore there are gaps in coverage, knowledge and skills.</i>
B	<i>Access to reading materials due to lockdown and therefore, reading ages have lowered than expected</i>
C	<i>Increased numbers of Vulnerable and SEND children require increased intervention capacity</i>
PASTORAL	
D	<i>Pupil Premium children have lower attendance than Non Pupil Premium and high levels of persistence absence</i>
E	<i>Vulnerable children have had lower levels of engagement with school work, whilst at home and on return to school</i>

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Barriers Addressed	Action	Rationale	Success will be measured by	Outcome	Cost
A C	Employment of Teach First Trainee	Additional capacity added to release experienced teacher to deliver high quality intervention for those who have fallen behind.	Entry and exit formative assessment data from identified intervention actions alongside summative assessment data e.g. Pixl tests, termly teacher assessments etc.	Number of pupils meeting and exceeding their pre-Covid standards is increased.	£25,000
C D E	Increased mentoring from Think for the Future from 1 day to 2.5 days	Additional capacity for Y1 – Y6 beyond current mentoring provision to support the social, emotional and mental health needs of identified pupils and to encourage improved attendance for PP pupils.	TFTF baseline and termly data. Analysis of behaviour records and attendance data. Boxhall Profiling.	Identified pupils show re-engagement in learning and are able to access the year group curriculum alongside peers. Attendance for those PP children identified improves in line with Academy expectations.	£8,500
A B C E	Appointment of Teach First Mentor x 2	Additional capacity added to support identified pupils in class and for targeted intervention as well as pre-teach and revisit.	Entry and exit formative assessment data from identified intervention actions alongside summative assessment data e.g. Pixl tests, termly teacher assessments etc.	Number of pupils meeting and exceeding their pre-Covid standards is increased.	£6,000

A B C E	Full time Tutor appointed for Y5 & 6 – 120 spaces x 2 via NTP	Targeted bespoke intervention for reading, writing and maths for identified individuals for 15 weeks.	Entry and exit formative assessment data from identified intervention actions alongside summative assessment data e.g. Pixl tests, termly teacher assessments etc.	Number of pupils meeting and exceeding their pre-Covid standards is increased.	£7,350
A B C E	Tutor appointed for Reading for Y1 – Y4 disadvantaged pupils – 56 spaces via NTP FFT Lightening Squad	Support and intervention for all disadvantaged pupils in Y1 – Y4 for reading as reading is key to unlock all other areas of learning.	In school assessment data. FFT entry and exit data for reading programme.	Number of disadvantaged pupils meeting pre-Covid and age related expectations is in line with target.	£3,080
A B C E	Additional Y3/4 Teaching Assistant full time	Strengthen quality first teaching in Y3/4 to allow for specialist TA to run intervention programmes for identified pupils.	Entry and exit formative assessment data from identified intervention actions alongside summative assessment data e.g. Pixl tests, termly teacher assessments etc.	Number of pupils meeting and exceeding their pre-Covid standards is increased.	£7,500
A B C E	Additional Y5/6 Teaching Assistant full time	Strengthen quality first teaching in Y5/6 and deliver specialist intervention programmes for identified pupils.	Entry and exit formative assessment data from identified intervention actions alongside summative assessment data e.g. Pixl tests, termly teacher assessments etc.	Number of pupils meeting and exceeding their pre-Covid standards is increased.	£7,500
A C	Participation in Nuffield Early Language Intervention programme	Specific intervention for Reception pupils to address poor oral language skills.	EYFS Baseline and ongoing assessments. NELI entry and exit assessment data.	Outcomes for communication, language and literacy areas show an increase from baseline. Disadvantaged pupils perform in line with their peers.	No Cost
D E	Implementation of P4C in Y5/6	Delivery to all Y5/6 pupils to support with wellbeing, emotional regulation and reasoned discussions.	Pre and post course wellbeing wheel analysis. Boxhall Profiling. Attendance and Behaviour analysis.	Behaviour incidents show a decline. Engagement in learning is increased. Pupils recognise an improvement in their wellbeing.	No Cost