

Catch up fund strategy statement.

1. Summary information			
School	Westwood Academy, Beresford Gardens, Hadleigh, Essex SS7 2SU		
Academic Year	2020-21	Total catch up funding budget (summer	£16,880
Total number of pupils	209	Date for next internal review of this strategy	12/20

2. Current attainment at end of Key Stage 2																		
<i>(The following show the new testing arrangement outcomes for the 2014 national</i>	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	% reaching the expected standard in reading, writing and maths	70%			0%			3%			3%			0%			3%	
% reaching the expected standard in reading	93%			33%			20%			38%			17%			39%		
% reaching the expected standard in writing	74%			33%			7%			10%			10%			10%		
% reaching the expected standard in mathematics	80%			0%			3%			3%			3%			16%		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
% of children 1 step below age	3%	7%	17%	43%	33%	63%	69%	31%	48%	41%	41%	41%	13%	13%	20%	19%	33%	19%
% of children 2 step below age	3%	17%	3%	17%	20%	27%	7%	34%	31%	3%	17%	52%	50%	43%	45%	19%	23%	13%
% of children 3 step below age	0%	0%	0%	7%	13%	10%	0%	21%	10%	14%	17%	0%	17%	10%	23%	16%	26%	32%
% of children more than 3 steps below step below age related	0%	0%	0%	0%	0%	0%	7%	10%	10%	3%	14%	3%	3%	23%	10%	6%	10%	19%

Barriers		3. Barriers to future attainment			
		Strategy to overcome this	Associated cost	How do we know this is the right strategy (using evidence from research)	Impact we would expect to see
A.	Children have returned to school with significant gaps in their learning in reading, writing and maths.	<p>Additional adult intervention time.</p> <p>Particular gaps are evident in year 4-6 where the children have more steps progress to make to reach age related.</p> <p>In response year 6 intervention time will increase from 12 hours to 16.</p> <p>Year 5 intervention time will increase from 6 hours a week to 10.</p> <p>Year 4 will increase from 4 hours to 8 hours.</p> <p>Remaining adults will be distributed amongst the remaining year groups, increasing their intervention time by at least 2 hours a week.</p>	<p>Overtime for:</p> <p>CL +5 hours a week</p> <p>JRa +4 hours a week</p> <p>JH +2 hours a week</p> <p>JS +4 hours a week</p> <p>JF +6 hours a week</p> <p>=£9180</p>	<p>Research from the EEF Covid-19 support or schools confirms that one to one and small group tuition has a significant impact on pupil progress particularly when the communication between staff is effective with both parties having a good knowledge of the children. This is the reason we are have asked staff to increase their time with their existing classes.</p>	<p>75% of children in 1 to 3 making at least 6 steps progress over the school year.</p> <p>80% of children in years 4-6 to make at least 7 steps progress over the school year.</p>

<p>B.</p>	<p>Year 6 pupils have significant gaps in coverage in reading writing and maths Main areas for concern identified by teaching staff:</p> <ul style="list-style-type: none"> • Homework – Usually send home booklet at a cost of £480 – not practical during the current climate. • Gap filling interventions groups – Lots of extra individual gaps which may be tricky to cover with the resources available • Tracking and assessing with the new range of gaps • The potential of another lockdown with gaps 	<p>Additional adult intervention over time.</p> <p>Additional subscription to SAT's companions committed for the next 4 years.</p>	<p>Overtime for: JF – 4 hours a week –</p> <p>SAT's companion Per year - £403 Over 4 years - £1612</p>	<p>EEF toolkit supports the use of intervention programmes to support those children who have fallen the furthest behind particularly in literacy and maths.</p> <p>There is also evidence that access to technology has a good impact on supporting pupils learning from home as well as allowing for more personalised interventions through specific subscription based programmes.</p> <p>Disadvantaged pupils with limited access to technology have been highlighted in this study but our allocation of devices for these pupils is in place should further lock downs happen.</p>	<p>Pupils in years 6 to make progress at an accelerated rate. 90% achieving over 6 steps in reading, writing and math</p>
<p>C.</p>	<p>Across the whole school, topics and corresponding subject knowledge has been missed</p>	<p>Missed skills to be covered through current topics</p> <p>Cross curricular links to be used to address gaps in subject knowledge. For example, if a topic on the rainforest has been missed, this could be covered through shared class reading of 'Running Wild' by Michael Morpurgo. Increased access to more online content to support both school and home learning.</p>	<p>Subscriptions: No Nonsense Grammar - £358 one off subscription MFL subscriptions Language Angels - £199 a year PE equipment - £500 Testbase - £260 one off subscription PSHE association - £125 a year Phonics Play - £60 a year</p>	<p>As identified by the EEF, intervention programme when timetables and consistently delivered has a good impact on pupil progress. Additionally, access this content through technology will help all staff to deliver consistent content as well as providing the suggested tools to support home learning.</p>	<p>Progress across the curriculum will see 90% of children making 5 steps progress across the foundation subjects.</p>

D.	Gap need to be identified in early years through continuous assessment Current devices are not fit for purpose and slowing the process	New tablets to be purchased with improved cameras and functionality	Vankyo MatrixPad S0 10 inch tablet £89.99 each £89.99 x 8 = £719.92	OFSTED are looking for progress over time which can be evidenced through tapestry. The EEF confirm that assessment and feedback and corresponding AFL significantly impact on children's progress which tapestry allows us to do. As an added layer we are also engaging parents in the journey and promoting further home support, another important factor in determining children's rate of learning.	85% of children in early year will make 5 steps progress from their baseline in all at least 6 of the 7 areas
E.	Faltering Whiteboards impacting on whole class teaching in reception particularly during phonics sessions which will contribute to previously identified weaknesses in C&L	Gather quotes on replacing, initially 1 interactive whiteboard	Estimated cost of £1500	Daily phonics interventions are proven to impact on specific groups from historical school data.	Progress in communication and language will improve from 77% at 6 steps or more from Autumn 18 – July 19 to 83%
	Technology not supporting increased ICT opportunity through subscriptions across the school therefore reducing opportunity for progress. Interventions largely running without the use of supporting technology	Buying a class set of tablets	Vankyo MatrixPad S0 10 inch tablet £89.99 each 30x = £2,699.70	Technology which effectively supports individual learning adds on average 7 months' additional progress. Our subscriptions will allow LSA's access to the same materials as teachers and, specific programmes such as SAT's companions, generate individual support, which is regularly updated depending on performance.	Children targeted for catch up interventions, will close the gaps in their understanding at an accelerated rate.
Total expenditure			£16,673.52		