



Catch Up Funding Strategy Statement

1. Summary information			
School	Oswald Road Primary School		
Academic Year	20/21	Total Catch Up Funding budget	£48,960
Total number of pupils	649	Date for next internal review of this strategy	Success Criteria reviewed: Dec 20 Review: March 21

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Identified gaps in learning effectively filled for children in years 3 to 6 (reading, writing, maths)	Children can apply themselves in lessons due to identified gaps being filled. <i>Data target to be added following December data input</i>
B.	Identified gaps in learning effectively filled for children in years 5 and 6 (focus: maths)	Children can apply themselves in lessons due to identified gaps being filled. <i>Data target to be added following December data input</i>

C.	Specific progress for key children in reading and writing (years 3 and 4).	Progress is noted for all eight children in reading and writing via reports written by specialist teacher.
D.	Identified gaps in learning filled for specific children in years 3 and 4 (writing and spelling focus).	Children can apply themselves in lessons due to identified gaps being filled. <i>Data target to be added following December data input</i>
E	Progress for children with speech and language needs within year 1.	Children can access learning more confidently. Children's specific needs are being met and progress is seen.
F	Strong progress for children within identified class.	Class progress is 90% plus from EYFS (Spring 20)
G	Children feeling supported within school and on return. Reduced anxiety.	Pupil voice shows children feel supported in school. Children access school well.
H	Children feeling supported within school	Pupil voice shows children feel supported in school. Children access school well.

3. Planned expenditure

Academic year	2020/21				
Desired outcome	Chosen action / approach and cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Identified gaps in learning effectively filled for children in years 3 to 6.</p>	<p>Catch up remote interventions with experienced teacher.</p> <p>£11,354.32</p>	<p>Identifying specific gaps and addressing them is a key approach to good progress.</p> <p>1:1 tailored support is effective.</p>	<p>Feedback from class teachers Overseen by Deputy Head teacher and Curriculum Lead Feedback from intervention teacher Progress data</p>	<p>DW</p>	<p>December 20</p>
<p>Identified gaps in learning effectively filled for children in years 5 and 6 (maths focus).</p>	<p>Tutor Trust interventions</p> <p>£5000</p>	<p>Identifying specific gaps and addressing them is a key approach to good progress.</p> <p>Small group support is effective.</p>	<p>Feedback from class teachers Overseen by Deputy Head teacher and Curriculum Lead Feedback from tutors and progress reports Progress data</p>	<p>DW</p>	<p>March 21</p>

<p>Specific progress for key children in reading and writing.</p>	<p>Specialist teacher SpLD groups £2964</p>	<p>Specialist teaching will be effective to address specific barriers to learning.</p>	<p>Feedback from specialist teacher and progress reports Progress data</p>	<p>HW</p>	<p>March 21</p>
<p>Identified gaps in learning filled for specific children in years 3 and 4 (writing and spelling focus).</p>	<p>TA3 specific interventions for children working below average and/or low average in years 3 and 4. Focused booster groups for children in Year 3 and 4 £7612</p>	<p>Identifying specific gaps and addressing them is a key approach to good progress. Accessing small groups can support accelerated progress as time can be tailored to support specific needs of group.</p>	<p>Progress data Overseen by Phase Lead</p>	<p>RF</p>	<p>March 21</p>

<p>Progress for children with speech and language needs within year 1.</p>	<p>Focused SALT input in Year 1</p> <p>£9515</p>	<p>Identifying specific needs and addressing them is a key approach to good progress.</p>	<p>Progress reports from TA Progress data Overseen by Inclusion Lead (Elklan trained) and Phase Lead</p>	<p>RF and SB</p>	<p>March 21</p>
<p>Strong progress for children within identified class.</p>	<p>£7612</p>	<p>Identifying specific gaps and addressing them is a key approach to good progress.</p> <p>Further targeted group input supports good progress.</p>	<p>Progress data Overseen by Phase Lead</p>	<p>RF</p>	<p>March 21</p>

<p>Children feeling supported within school and on return. Reduced anxiety.</p>	<p>Increased access to Play Therapy £3000</p>	<p>Play Therapy is an intervention with proven impact.</p>	<p>Reports from Play Therapist. Overseen by LC and DW</p>	<p>LC DW</p>	<p>March 21</p>
<p>Children feeling supported within school</p>	<p>Extra pastoral support provision £2000</p>	<p>Drop ins and targeted support have proven effective in our school.</p>	<p>Feedback from TA. Reports from Pastoral Lead</p>	<p>LC</p>	<p>March 21</p>