



Catch Up Funding Strategy Statement and Review September 2021 (Review July 2022)

1. Summary information				
School	Oswald Road Primary School			
Academic Year	21/22	Total Catch Up Funding budget	£48,400	
Total number of pupils	645		Date for next internal review of this strategy	December 21

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress in writing	Predictions trajectory will be met. See trajectory document
B.	Progress continued in maths, with further levels of acceleration	Predictions trajectory will be met. See trajectory document
C.	Progress continued in reading , with further levels of acceleration	Predictions trajectory will be met See trajectory document
Continued from last plan and general support across school		
D	Children feeling supported within school	Pupil voice shows children feel supported in school.

		Children access school well.
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3. Planned expenditure					
Academic year	2021/22				
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?
Accelerated progress in writing	<p>Year 1: Consistent Teaching Assistant support</p> <p>Year 2: Targeted Learning Model from October half term. Consistent Teaching Assistant support.</p> <p>Year 3: Targeted Learning Model (includes consistent TA)</p> <p>Year 4: Targeted Learning Model (includes consistent TA) Additional experienced part time teachers (RD and MH)</p> <p>Specialist teacher small group intervention x2 per week.</p> <p>Year 5: Targeted Learning Model (includes consistent TA) Additional experienced teacher (DH) for writing lessons</p>	<p>Year 1 and year 6: Consistent additionality of teaching support allows for more targeted teaching. All TLMs also have additional teaching support (see below)</p> <p>Years 2, 3, 4, 5: See TLM documents from 2020-21. TLM model showed signs of early success. External quality assurance agreed it was a suitable catch up approach and worth continuing with.</p> <p>Year 4, 5 and 6: Consistent additionality of staff allows for more targeted teaching. As the additionality includes an experienced teacher, it also allows for the group in most need to be split into smaller teaching group sizes. Research</p>	<p>Termly pupil progress meetings, with follow up actions.</p> <p>Termly assessment team, with follow up actions.</p> <p>Half termly learning walks with focused feedback and follow up actions.</p> <p>Regular scrutinies (SLT and writing leads) – focused feedback and follow up.</p> <p>Moderation.</p>	<p>DH</p> <p>With support of: Phase Leads Curriculum Lead Writing Leads</p>	<p>December March July</p>

	<p>Year 6: Additional experienced teacher (DW) for writing lessons Consistent Teaching Assistant support.</p> <p><u>Additionally</u> – there will be external staff training (related to this: Babcock – Spelling; Penpals – Handwriting; authorial intent) and also internally led staff meetings, including phonics training.</p> <p>There will also be opportunities for moderation (including cross year group and SLT led).</p> <p>These additional points will support tightened practice within the approach outlined above.</p>	<p>shows that smaller teaching groups has a significantly positive impact.</p> <p>Specialist teacher small group intervention: specific literacy focus.</p> <p>Investment in staff professional development is proven as an effective approach if well-co-ordinated and used effectively.</p>			
Progress continued in maths, with further levels of acceleration	<p>Year 1: Consistent Teaching Assistant support</p> <p>Year 2: Targeted Learning Model from October half term. Consistent Teaching Assistant support.</p> <p>Year 3: Targeted Learning Model (includes consistent TA)</p> <p>Year 4: Targeted Learning Model (includes consistent TA)</p>	<p>Year 1 and year 6: Consistent additionality of teaching support allows for more targeted teaching. All TLMs also have additional teaching support (see below)</p> <p>Years 2, 3, 4, 5: See TLM documents from 2020-21. TLM model showed signs of early success. External quality assurance agreed it was a suitable catch up approach and worth continuing with.</p>	<p>Termly pupil progress meetings, with follow up actions.</p> <p>Termly assessment team, with follow up actions.</p> <p>Half termly learning walks with focused feedback and follow up actions.</p> <p>Regular scrutinies (SLT and maths leads) – focused feedback and follow up.</p>	<p>DH</p> <p>With support of: Phase Leads Curriculum Lead Maths Leads</p>	<p>December March July</p>

	<p>Additional experienced part time teachers (RD and MH)</p> <p>Year 5: Targeted Learning Model (includes consistent TA)</p> <p>Year 6: Consistent Teaching Assistant support.</p> <p><u>Additionally</u> – there will be external staff training (related to this: White Rose: use of manipulatives and thinking through variation) and also internally led staff meetings (related to this: White Rose: mathematical talk and reasoning; Reception White Rose; extending and enabling).</p> <p>School has also purchased White Rose premium resources and a big investment in manipulatives to further enhance quality of resources.</p> <p>There will also be opportunities for moderation (including SLT led).</p> <p>These additional points will support tightened practice within the approach outlined above.</p>	<p>Year 4: Consistent additionality of staff allows for more targeted teaching. As additionality includes an experienced teacher, it also allows for the group in most need to be split into smaller teaching group sizes. Research shows that smaller teaching groups has a significantly positive impact.</p> <p>Investment in staff professional development is proven as an effective approach if well-co-ordinated and used effectively.</p>			
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Progress continued in reading , with further levels of acceleration	<p>Year 1: Consistent Teaching Assistant support Additional reading support via an experienced teacher (HW).</p> <p>Year 2: Targeted Learning Model from October half term. Consistent Teaching Assistant support.</p> <p>Year 3: Targeted Learning Model (includes consistent TA)</p> <p>Year 4: Targeted Learning Model (includes consistent TA) Additional experienced part time teachers (RD and MH)</p> <p>Year 5: Targeted Learning Model (includes consistent TA)</p> <p>Year 6: Consistent Teaching Assistant support.</p> <p><u>Additionally</u> – there will be external staff training (related to this: phonics when scheme is decided upon) and also internally led staff meetings (reading expectations; consistency in approach; amendments following DfE publication on reading; internal phonics training).</p>	<p>Year 1 and year 6: Consistent additionality of teaching support allows for more targeted teaching. All TLMs also have additional teaching support (see below)</p> <p>Years 2, 3, 4, 5: See TLM documents from 2020-21. TLM model showed signs of early success. External quality assurance agreed it was a suitable catch up approach and worth continuing with.</p> <p>Year 4: Consistent additionality of staff allows for more targeted teaching. As additionality includes an experienced teacher, it also allows for the group in most need to be split into smaller teaching group sizes. Research shows that smaller teaching groups has a significantly positive impact.</p> <p>Investment in staff professional development is proven as an effective approach if well-co-ordinated and used effectively.</p>	<p>Termly pupil progress meetings, with follow up actions.</p> <p>Termly assessment team, with follow up actions.</p> <p>Half termly learning walks with focused feedback and follow up actions.</p> <p>Regular scrutinies (SLT and reading lead) – focused feedback and follow up.</p>	<p>DH</p> <p>With support of: Phase Leads Curriculum Lead Reading Lead</p>	<p>December March July</p>
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	<p>School will also be purchasing more home readers (reading for pleasure books) and has re-invested in e-books should there be any isolations or further lockdowns.</p> <p>There will also be opportunities for moderation (including SLT led).</p> <p>These additional points will support tightened practice within the approach outlined above.</p>				

£113,400

Children feeling supported within school and on return. Reduced anxiety.	Increased access to Play Therapy £3,040	Play Therapy is an intervention with proven impact.	Reports from Play Therapist. Overseen by AC and DW	AC DW	Termly reports
Children feeling supported within school	Extra pastoral support provision £8,300	Drop ins and targeted support have proven effective in our school.	Feedback from TA. Reports from Pastoral Lead	DW	Termly reports

We made a decision to cost up our complete Catch Up Model. Some elements of this have some cross-over with PPG spend and these elements will be noted in that plan too.

Part B: Review of outcomes in the previous academic year

Catch Up Funding strategy outcomes

This details the impact that our Catch Up funding activity had on pupils in the 2021 to 20212 academic year.

Aims	Success Criteria	Outcomes:
Accelerated progress in writing	Predictions trajectory will be met. See trajectory document	Year 2: 84% achieved target set; 6% exceeded Year 3: 87% achieved target set; 23% exceeded target Year 4: 86% achieved target set; 10% exceeded target Year 5: 88% achieved target set; 5% exceeded
Progress continued in maths, with further levels of acceleration	Predictions trajectory will be met. See trajectory document	Year 2: 96% achieved target set; 7% exceeded Year 3: 94% achieved target set; 13% exceeded Year 4: 94% achieved target; 16% exceeded Year 5: 91% achieved target; 9% exceeded
Progress continued in reading , with further levels of acceleration	Predictions trajectory will be met See trajectory document	Year 2: 99% achieved target; 6% exceeded Year 3: 91% achieved target; 24% exceeded Year 4: 97% achieved target; 17% exceeded Year 5: 100% achieved target; 10% exceeded
Children feeling supported within school	Pupil voice shows children feel supported in school. Children access school well.	Regular pupil voice taken and in class questionnaires are positive. Year 6 exit questionnaires are positive Parental voice is positive. Return from lockdown has not led to school refusal. Pastoral team has worked closely with families to support pupils, with positive results and pupil and parental voice.

