

Taverham Junior School: Summary of Catch-Up Strategy



School information			
School	Taverham Junior School		
Academic Year	2020-21 and 2021-22	Catch-Up Funding to be received 2020-21	£34,400 (Oct 2020 census)
Total number of pupils	430 (Oct 2020 census)	% Disadvantaged Pupils	13.95% (Oct 2020 census)

Summary of Key Priorities <i>Based on EEF research and DfE expectations for allocation of spending</i>	
1	Targeted support (including small group and 1:1 tuition) for disadvantaged pupils.
2	Targeted support (including small group and 1:1 tuition) for all pupils who have fallen behind.
3	Targeted CPD and teacher development to support improved outcomes for all children
4	Whole school approach to assessment in English and maths to identify gaps in learning and identify pupils who are likely benefit from additional catch up support.

Summary of Catch-up Strategy

STRAND 1: TARGETED SUPPORT					
Element of Strand (eg, Interventions)	Action/Strategy	Which pupils have been targeted for this strategy?	Expected Impact	Monitoring: When and how will you evaluate impact?	Cost
High quality small group tuition <i>Education Endowment Fund research:</i> <ul style="list-style-type: none"> • <i>Small group tuition: + 4 months</i> • <i>Feedback: + 8 months</i> 	Short, focused tuition/feedback sessions planned and delivered by children's own class teacher. Qualified teacher recruited to cover individual teachers across all year groups	Those children who have fallen behind* with particular focus given to disadvantaged children (PP, LAC, post LAC) <i>*Autumn 2020 assessments compared to Spring 2020</i>	Children to make accelerated progress and return to pre-lock down attainment levels (as a minimum)	Termly assessments QLA of NFER papers Pupil Progress Meetings Formative assessments from classwork	£18,000
Phonics programme <i>EEF research:</i> <ul style="list-style-type: none"> • <i>Phonic intervention: + 4 months</i> 	3 group sessions per class, per week across Year 3 taught by external teacher with experience of delivering phonic intervention	Those children who are not yet confident in their phonics (stage 5 and 6)	Children to fill gaps in phonic knowledge and therefore make improvements in reading and spelling	Termly assessments (Spring and Summer) QLA of NFER papers Pupil Progress Meetings Formative assessments from classwork	£6,000

<p>Reading intervention programme</p> <p><i>EEF research:</i></p> <ul style="list-style-type: none"> <i>Reading Comprehension : + 6 months</i> 	<p>Purchase 'Reading Eggs' software (20 logins)</p> <p>Purchase IDL Literacy software</p>	<p>Low ability/SEN children that have fallen behind within Year 3, 4 and 5</p>	<p>Children to improve their spelling accuracy, and reading fluency and comprehension</p>	<p>Analysis of progress from within the programme</p>	<p>£300</p> <p>£500</p>
<p>Maths intervention programme</p>	<p>Purchase 'Maths Seeds' software (20 logins)</p>	<p>Low ability/SEN children that have fallen behind within Year 3, 4 and 5</p>	<p>Improvement in number fluency and basic number facts</p>	<p>Analysis of progress from within the programme</p>	<p>£300</p>
				<p>Total cost for Strand 1:</p>	<p>£25,100</p>

STRAND 2: TEACHING AND WHOLE SCHOOL STRATEGIES

Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Monitoring: When and how will you evaluate impact?	Cost
High quality teaching for all and a focus on professional development	Whole-school CPD programme on explicit teaching, modelling, scaffolding and regular review including targeted coaching for teaching staff.	All pupils	Whole-class teaching to be more focused and supporting of progress for all children.	Lesson drop ins and observations by SLT* Book scrutiny in year groups and across the whole school* (*COVID allowing)	£1,000
Effective Diagnostic Assessment	All teachers to complete Question-Level Analysis of Autumn Term NFER papers to get detailed information about gaps in learning for all children in English and Maths	All pupils	Whole-class teaching and small-group interventions (see above) are acutely tailored to the needs of all children	Termly assessments (Spring and Summer) QLA of NFER papers Pupil Progress Meetings Formative assessments from classwork	£0
				Total cost for Strand 2:	£1,000

STRAND 3: WIDER STRATEGIES

Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Monitoring: When and how will you evaluate impact?	Cost
Supporting pupils social, emotional and behavioural needs <i>EEF research:</i> • <i>Social and Emotional intervention: + 4 months</i>	Recruit additional Time 4 You worker from the Benjamin Foundation. Worker to be in school for one full day therefore providing 5 additional sessions per week that identified children can be allocated to Purchase additional credits from 'Family Matters' for supporting children and families within the home	Disadvantaged children who need SEMH support prioritised Other children who also need SEMH support identified		Monitoring of feedback reports from Time 4 You workers to assess impact of SEMH intervention Ongoing discussions with class teachers/families regarding wellbeing of children receiving support	£4,375 £1,000
Supporting accessing remote learning	Set up contingency fund for purchasing devices for individual children to borrow if needed when forced to learn from home	All children	All children able to successfully access home learning tasks via Google Classroom	Completion of home learning tasks monitored via Google Classroom Phone calls made to all families within first 2-3 days of self-isolation; discussion about access to GC included	£3,000
				Total cost for Strand 3:	£8,375

Total cost for all strands £ 34,475