



Glusburn Community Primary School

Keep - Up Funding Strategy Statement.

This document shows how the catch-up funding is intended to be spent and how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed.

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure.

This is especially important for the most vulnerable and disadvantaged backgrounds.

We are using this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year.

The school uses an evidenced based approach by implementing recommendations put forward by the Education Endowment Foundation (EEF).

The whole of our programme will be subject to an external evaluation.

Glusburn Primary School is committed to ensuring all pupils benefit from this funding in our aim to close the gap, caused by school closure, so our approach will be on whole school, small group and 1:1 initiatives:

School overview

Metric	Data
School name	Glusburn CP School
Pupils in school	415
Proportion of disadvantaged pupils	14%
Catch up allocation 2020/2021	£34,000
Academic year or years covered by statement	Sept 2020 to July 2021
Publish date	15 September 2020, update 18/10/20. 24/11/2020
Review date	26 March 2021
Statement authorised by	Richard Hunt Headteacher
SLT lead	Mike Clayton
Governor lead	Pauline Brown

Teaching priorities

We believe that spending on improving teaching - particularly professional development - ensures that an effective teacher is in front of every class, and that every teacher is supported to keep improving. The best evidence shows that teaching is the most important lever available to schools to improve pupil outcomes, particularly for disadvantaged children.

Measure	Activity
Priority 1	CPD Maths: to ensure that all teachers and teaching assistants are prepared to support children to keep up with the maths curriculum post-Covid.
Priority 2	CPD English: to ensure that all teachers and teaching assistants are prepared to support children to keep up with the maths curriculum post-Covid.
	CPD for teachers and Teaching Assistants in the implementation of targeted intervention approaches (NELI and 1stclass@number) and time for teachers and TAs to align targeted intervention work to whole class teaching.
Barriers to learning these priorities address	Learning loss due to continued Covid related absence – illness or isolation. Learning loss from Summer 2020 curriculum.
Projected spending / actions	<p>'Talk 4 Writing' training - £6000</p> <p>Professional Development Day cover, 1 day each teacher during Spring term to research and plan £4000 approx £200 x 20</p> <p>1st Class at Number targeted intervention - £1180:</p> <ul style="list-style-type: none"> • Cost whole class teacher time for training, TA liaison and oversight: EC (2 full days) £350 <p>Sandwell assessment pack for 1st Class Number - £300</p> <p>Read Write Inc resources and training - £1708.00. This includes: 4x tutor packs; pupil packs with targeted reading books and flash cards at three levels; 2 hour bespoke training for 5 staff members and a subscription to 100s of training films stored online so that staff can revisit their training.</p> <p>NELI targeted intervention– package provided at no cost via DfE 'catch-up' provision.</p> <ul style="list-style-type: none"> • Cost whole class teacher time for training, TA liaison and oversight: LS (2 full day) £430 <p>Total: approx. £14,000</p>

Targeted academic support priorities for current academic year

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Teaching Assistants can also be highly effectively when trained and deployed to deliver targeted interventions.

Measure	Activity
Priority 1	<p>Maths, English and well-being additional small group tuition sessions for all children who require additional support, in all classes, to keep.</p> <ul style="list-style-type: none"> • Training and effective supported deployment of class Teaching Assistants to deliver before and after school tuition that reinforces and aligns with the whole class teaching.
Priority 2	<p>KS1 Targeted academic intervention: in oracy in Reception, (NELI) and number in Year 2, (1st Class@number).</p> <ul style="list-style-type: none"> • Small group targeted intervention by trained TA's, for children who have fallen further behind in maths and English in KS1. (NELI and 1st Class@Number, EEF Promising Projects).
Barriers to learning these priorities address	<p>Attendance of pupils at before & after school clubs.</p> <p>TA unable to sustain commitment to leading sessions before / after school.</p> <p>On-going attendance difficulties due to self-isolation.</p>
Projected spending / actions	<p>NELI targeted intervention– package provided at no cost via DfE 'catch-up' provision</p> <ul style="list-style-type: none"> • ATA time for training: JR (2 full days) £155 • TA time for delivery, preparation, assessment and teacher liaison: 40 hours @ £400 <p>1st Class at Number targeted intervention (costed above)</p> <ul style="list-style-type: none"> • TA time for training: CG (2 full days) £110 • TA time for delivery, preparation, assessment and teacher liaison: 40 hours @ £400 <p>Other before, during and after school support led by teaching assistants:</p> <ul style="list-style-type: none"> • Reading plus sessions • Group phonics sessions • Read, write, inc sessions <p>TA staff paid overtime at time & half.</p> <p>Approx. £5000 (Autumn Term) Approx. £5000 (Spring Term) Approx. £5000 (Summer Term)</p> <p>Total: approx £16000</p>

Targeted support attendance summary – Oct 2020

Year group	Phonics	Read	Write	Maths
1		13		
2	6	8		
3		14		15
4		10		
5		11	3	4
6		15		
	6	71	3	19

Targeted support evaluation

(to be added following Autumn term assessments)

Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Measure	Activity
Priority 1	<p>Support children's and teachers' well-being.</p> <ul style="list-style-type: none"> • Train and develop student wellbeing champions – launched in November 2020. • Wellbeing activities timetabled in every class from September 2020. • Work towards UNICEF Rights Respecting Gold Award.
Priority 2	<p>Weekly wellbeing activities timetabled in every class from September 2020</p> <p>Plan to gain UNICEF Rights Respecting Silver Award – achieved November 2020</p>
Barriers to learning these priorities address	<p>Attendance related to self-isolation or illness.</p> <p>Well-being is not consistently prioritised.</p>
Projected spending / actions	<p>Cost of Values & Ethos Lead's time:</p> <ul style="list-style-type: none"> • LA (3 full days) £640 <p>Cost of Learning Mentor's time</p> <ul style="list-style-type: none"> • MH (3 full days) £300 <p>Further UNICEF training (for Gold accreditation).</p> <ul style="list-style-type: none"> • Approx £500 <p>Total : Approx £1480</p>

Monitoring and Evaluation

The impact of the expenditure will be carefully monitored using the school's assessment system with particular attention to pupils who received interventions.

How will the effect of this expenditure on the educational attainment of pupils be assessed?

Area	Monitoring How will we monitor the priorities?	Evaluation How will we know it has been effective?
Teaching	<p>How do we monitor teachers' implementation of CPD paid for by the 'catch up funding?'</p> <ol style="list-style-type: none"> 1. scheduled observation monitoring cycle of all classes including targeted intervention sessions; 2. termly performance management meetings of teachers led by HT 3. termly pupil progress meetings with class teacher, Heads of English and Maths, SENCO and HT/DHT. 	<p>Pupils demonstrate through lessons and assessments that they are able to retain and recall knowledge. The impact is measured through pupil progress and attainment.</p> <p>Pupils are attaining at expected levels, relative to other pupils when LA/national benchmark data is available.</p> <p>Improved staff knowledge, confidence and competence of delivery of identified priorities for whole class teaching.</p>
Targeted support	<p>How do we monitor targeted academic support paid for by the 'catch-up funding?'</p> <p>Attendance register</p> <ol style="list-style-type: none"> 1. Drop in by SLT / class teacher to observe sessions 2. Termly assessment of all pupils with a focus on those who accessed targeted intervention. 3. Termly pupil progress meetings with class teacher, Heads of English and Maths, SENCO and HT/DHT. 4. Termly performance management meetings of support staff led by DHT. 	<p>Pupils demonstrate through lessons, intervention sessions and assessments that they are able to retain and recall knowledge. The impact is measured through pupil progress and attainment.</p> <p>Pupils are attaining at expected levels.</p> <p>Improved support staff knowledge, confidence and competence of delivery.</p> <p>Start and end point assessment using standardised scores – in NELI and in 1st Class Number. NELI is subject to external evaluation.</p> <p>High level of attendance of pupils.</p>
Wider strategies	Engagement and attendance at additional sessions (eg well-being training)	<p>Student voice</p> <p>Attendance measures</p> <p>Behaviour incidents / pastoral referrals</p>