



School information			
School	Wheatcroft Primary School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£24,000
Total number of pupils	336	% Disadvantaged Pupils	12%

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Teaching & Whole School Strategies – to improve outcomes for pupils through quality first teaching and assessment.
B.	Targeted Academic Support – to implement & provide targeted academic support through 1:1 & small group interventions ensuring these are linked to daily teaching & that effective feedback structures are in place.
C.	Wider strategies – to ensure pupil’s attendance, behaviour & social and emotional needs are supported by reducing barriers

Summary of Expected Outcomes	
A.	Teaching & learning across the school will include effective strategies that, combined with good subject knowledge & knowledge of the pupils’ needs, will positively impact upon learning.
B.	High quality targeted interventions will be provided by all staff that will complement the quality first teaching within the classroom.
C.	Children will develop strategies to support in their ability to be emotionally ready to learn.

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Desired Outcome	Chosen action/approach	What's the evidence & rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Budget
Catch up Curriculum	<p>Subject leaders to review progression in skills to identify gaps in teaching due to school lockdown.</p> <p>Gaps shared with phase leaders and teachers to ensure these are planned for this year.</p> <p>Class teachers to identify gaps in learning for their pupils.</p> <p>Teachers to plan to address these gaps.</p>	<p>The curriculum remains broad and balanced</p> <p>Skills that have not been able to be taught during school closure must be addressed.</p> <p>To find out what learning has been lost or misunderstood. Also what new knowledge has been gained.</p>	<p>Subject leaders will ensure they support all teachers with good subject knowledge & a solid understanding of the content being taught supporting their need to be flexible within their teaching.</p> <p>Class teachers will carry out a number of assessment for learning tasks to identify whether or not pupils have lost ground or are on track since school opening.</p>	SLT Subject Leaders	<p>Subject leader termly impact logs</p> <p>Class teacher planning</p> <p>Assessment – standardised, AfL & diagnostic</p>	<p>PPA time</p> <p>Staff meeting time</p>
Provide high quality teaching & learning for all pupils	<p>Gaps in learning identified through assessment activities.</p> <p>Time for teachers to prepare, organise & implement intervention groups to support gaps in learning for the pupils in their class.</p>	<p>Great teaching is the most important level schools have to improve outcomes for pupils.</p>	<p>Class teachers to use accelerated action plans to plan clear instruction, scaffolding, groups & cognitive & metacognitive strategies to ensure high-quality teaching & learning for all pupils.</p> <p>DHT to put a clear cover plan in place for phase leaders to create intervention timetables.</p> <p>High quality assessment will be used to ensure teachers understand what children have learnt and what their next steps are.</p>	HT DHT SLT Champion Teacher NQT mentors	<p>SLT to monitor through phase meetings. Minutes then shared and discussed as whole SLT</p> <p>Assessment reviewed half termly through pupil progress meetings</p> <p>Evidence recorded on individual pupil tracker or through class action plans</p>	<p>AfL back on track</p> <p>resources & staffing costs £5,000</p>

			<p>Pupil's well-being will be monitored and reviewed to support establishing new habits & behavioural routines (particularly with the younger children).</p> <p>Training & support will be identified and provided for teachers early in their career.</p> <p>Effective remote teaching will be reviewed and developed using google classroom & tapestry.</p> <p>Ensure access to technology is there for all pupils particularly vulnerable groups.</p>			
Provide quality resources to support teachers in the delivery of the curriculum	<p>EYFS - To increase the resources for Literacy in the foundation stage</p> <p>EYFS - To provide opportunities to write</p> <p>EYFS – To develop a bank of resources to support catch up in numeracy skills</p>	<p>To improve communication & cooperative play</p> <p>To improve fine motor skills to develop children's early writing</p> <p>To enable pupils to catch up with early number skills</p>	<p>Implementation of social groups Development of outside seating/staging area to encourage children to participate in imaginative & cooperative play</p> <p>Purchase resources to support fine motor skills. (pre-writing wooden pencils, locks & latches, lacing boards, threading sets, writer's trolley, chalkboards, starter kits, etc...)</p> <p>Purchase resources to support early number development including resources to support parents (counting sets, starter kits, packs for parents)</p>	EYFS leader	<p>Through EYFS moderation & assessment opportunities</p> <p>Observations & tapestry</p>	<p>£1,500</p> <p>£500</p> <p>£300</p> <p>£200</p>

	<p>EYFS – To provide support to parents to help children develop independence skills</p> <p>KS1 – Purchase more guided reading books to ensure children’s phonics are supported through quality texts</p> <p>KS1 – develop parent’s ability to continue to support pupils at home</p>	<p>To encourage children to be independent in toilet, dressing, table skills, etc...</p> <p>Children to have more opportunity to practise & reinforce their phonics skills through quality texts.</p> <p>Parents to have quality resources to refer to when supporting children at home through homework & home learning</p>	<p>Courses for parents, links to family centres, natural flair parent courses</p> <p>KS1 leader to research and purchase books. These to then be shared with the key stage to ensure good implementation through reading sessions or phonics groups</p> <p>Resources packs created for families to use. Clear instructions created to use with these. Packs for phonics and numbers</p>	<p>KS1 leader</p>	<p>Phonics screening</p>	<p>£400</p> <p>£200</p>
Total budgeted cost:						£8,100

STRAND 2: TARGETED ACADEMIC SUPPORT						
Desired Outcome	Chosen action/approach	What's the evidence & rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Budget
Small group/1-1 interventions during school day	<p>Targeted interventions - small group/1-1 delivered by trained staff</p> <p>Resources to enable successful interventions to take place</p>	<p>Small group & 1:1 interventions are a powerful tool for supporting pupils.</p> <p>It is likely that some pupils will require high quality structured, targeted interventions to make progress.</p> <p>A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.</p>	<p>Class teachers will identify the pupil's needs and make this clear in their accelerated action plans.</p> <p>Pupil progress meetings, individual pupil trackers & action plans will ensure progress is tracked and monitored by phase leaders.</p> <p>Targeted training for teaching assistants in the delivery of phonics, number skills, letter formation, quality first reading, etc...</p>	SLT	<p>Scores in testing</p> <p>Moderation</p> <p>Work in class/books to show application</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions</p>	<p>Provide class cover for teachers to administer interventions £13,000</p> <p>Provide extra hours for experienced TAs to carry out interventions TA training time £2,000</p>
Resources to support the assessment of pupils	Implement targeted assessment resources to provide teachers opportunity to monitor pupil progress and attainment	<p>Resources will support class teachers to evidence pupil progress through standardised resources to support teacher assessment</p> <p>Diagnostic tests to support information regarding pupil's knowledge, skills & competencies.</p>	<p>Use of Salford reading test to gain baseline then retest in spring</p> <p>Purchase assessment resources to support teachers identifying curriculum needs</p>	DHT	<p>Pupil progress meetings</p> <p>SLT reviewing and analysing assessment to find trends & next steps to identify</p>	£600
Total budgeted cost for Strand 2						£15,600

STRAND 3: WIDER STRATEGIES						
Desired Outcome	Chosen action/approach	What's the evidence & rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Budget
Support for social, emotional, mental health	To provide individual pupils with support through protective behaviours, to help build resilience and practical ways to ensure they feel safe in different situations.	Pupils from across the school identified as requiring support to ensure that they are emotionally ready to learn.	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning. Children identified by teachers. Programme of support timetabled using staff trained in Protective behaviours	DHT	Discussions with staff/families before, during and after intervention to measure progress/improvements Use of children's individual pupil trackers to track interventions and progress.	£300
Total budgeted cost for Strand 3						£300

Financial Summary

Total budgeted cost for all strands	£24,000
--	----------------