



## **Catch Up Funding 2020 -2022**

Funding allocation for mainstream Schools will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

### **Use of funds**

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. See also EEF - School Planning Guide 2020-21. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

### **Accountability and monitoring**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium

### **School Overview**

Number of pupils on roll	<b>357</b>
Catch up Funding	<b>£6,560 instalment 1 £10,240 instalment 2 £12,000 instalment 3 £28,800 Total</b>
Publish Date	<b>October 2020</b>
Updated	<b>October 2021</b>
Reviewed	



**LIGHTWOODS**  
PRIMARY ACADEMY

**LIGHTWOODS PRIMARY THREE TIRED APPROACH** – The tired approach allows strategies to overlap categories, and the balance between categories will vary throughout the year as priorities change. Tiers of support is a useful framework for thinking about how to balance different challenges created by whole school returns. We will use a tired approach to help focus on strategies that are likely to make the biggest difference.

## 1 Teaching

Quality First Teaching supported by evidence informed CPD for teachers and support staff. Every learning opportunity is maximised and exploited to ensure that all children achieve the very best.

Broad, balanced and engaging curriculum, introduction of E3L.

Effective assessment strategies and resources used to inform T&L.

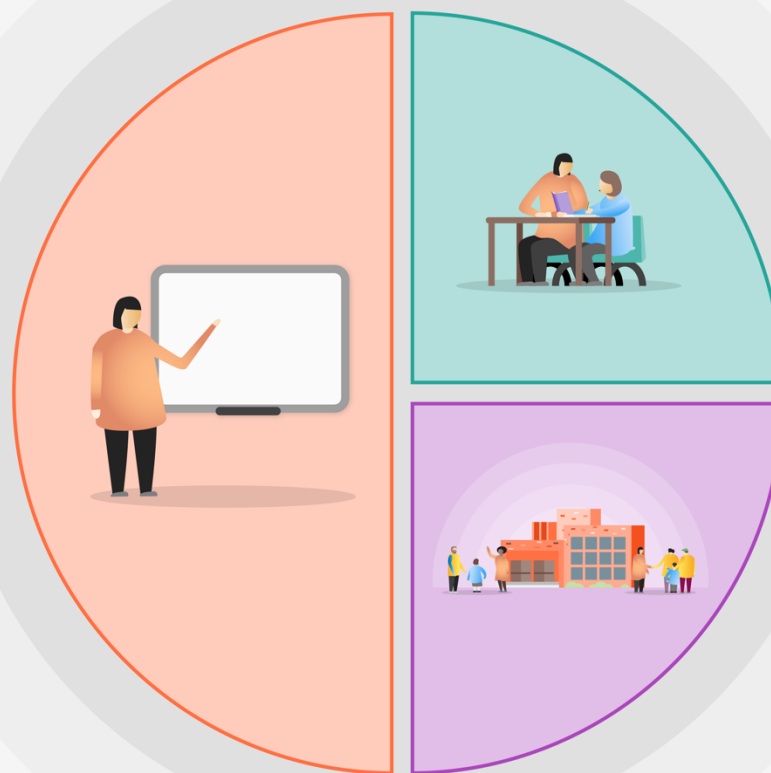
Develop and enhance Assessment for Learning within lessons.

Retrieval work embedded across the curriculum.

Use of Oracy across the curriculum.

Regular and rigorous monitoring.  
Continuous cycle of development.

Develop effective remote learning through teams teaching and SeeSaw/Tapestry.



## 2 Targeted academic support

Well being and learning mentor to provide small group and 1:1 support to assist transition back into school.

Mentoring sessions for specific pupils or groups of pupils focused on self-awareness and esteem, resilience and collaboration.

Teaching Assistants in every class at least mornings.

Focused interventions delivered and monitored.

## 3 Wider strategies

New values embedded across the school.

Development of outdoor play and sport provision.

Zones of regulation.

Emotion coaching.

Trusted adult training.

My concern used a school recording system for safeguard/pastoral/SEND

Access to technology

Supporting and developing links with parents.

**Identified Impact at Lightwoods Primary School**

Area	
<p><b>English</b></p>	<p>Writing across the school is the lowest performing area. In years 4,5 and 6 greater % of children below ARE, in Y4 61%, Y5 &amp; 6 approx 40%. In Key Stage 1 writing is lowest area yet not such a significant % below compared to KS2, boys performing lower than girls in KS1 17% difference between boys and girls who are below ARE. In KS2 no real difference in comparing performance of different groups, girls perform slightly above boys, difference of 7 pupils in Y3/4 writing.</p> <p>Children have lost essential practising of writing skills. Analysis of writing showed highlighted a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils especially in KS2. In KS1 and EYFS many children form letters incorrectly therefore not efficient with mechanics of writing.</p> <p>NFER Y4 test on grammar 44% average pass rate, POS question analysis suggests sentence work lowest area, class slightly below average standardisation. In Spelling average pass rate of 46%, average standardisation slightly below in Y3/4 word list and words linked to Y2 POS. NFER Y3 test on grammar 60%, spelling 57% average pass rate, question analysis all broadly inline or slightly above average standardisation.</p> <p>Progress across the school in writing is broadly in line with other areas, with majority of pupils making 3 steps progress (TT) In KS1 54% made 3 steps progress. In KS2 majority of children (35%) made 3 steps progress.</p> <p>Reading is strongest area across the school, with a greater % working at ARE/above, approx. 70%. On average children have made 4 steps progress in reading. During lockdowns pupils have had access to online libraries, bug club, accelerated reader and Myon. Phonics in KS1 and EYFS was taught daily on line. Prior to lockdown parent workshops focused on developing and supporting reading at home.</p>
<p><b>Maths</b></p>	<p>Across whole school approx. 65% working at ARE/higher, average of 3 steps progress.</p> <p>EYFS/KS1 roughly 80% at ARE/higher, no noticeable difference in groups of pupils.</p> <p>In Y3 maths is lowest performing area with 19% below and 55% making 1 step progress. In Y4 54 % below with majority making 3 steps progress. In upper KS2 around 20% below and majority making 2 steps progress.</p> <p>Analysis of NFER tests for KS2 demonstrates arithmetic strongest area, average pass rate of 68% in Y4 and 60% in Y3. POS question analysis of KS2 indicates measurements and geometry lowest area, with pupil selection slightly below average standardisation.</p>

Action Plan	% of funding	Desired Outcome	Impact
<p>Purchase and use diagnostic NFER tests to support with robust assessment of all pupils.</p> <p>Analyse data for all pupils and groups to show strengths and areas of weakness for all pupils and groups.</p> <p>Termly achievement meetings to analyse achievement and progress. Interventions planned to meet needs.</p>	<p>Supply for achievement meetings cover.</p> <p>LSP time to input data</p> <p>Purchase NFER papers</p>	<p>NFER tests and TT data analysis used to inform of gaps in learning.</p> <p>Teachers to have detailed insight into classes strengths and weakness and use this to tailor teaching to ensure gaps in learning addressed.</p> <p>75% of classes to achieve ARE</p>	<p><b>NFER in place and used across the school.</b></p>
<p>Purchase and implement Nessy online learning platform to support reading, writing and spelling skills for pupils in Y3 and Y4 who are at risk not to achieve ARE by July.</p> <p>Daily sessions supported by KS/KB.</p> <p>Increase pupil confidence in reading, writing and spelling by daily fun and interactive games.</p> <p>Closely monitor progress and engagement.</p>	<p>KS time 30 mins daily to support pupils.</p> <p>Nessy £520</p>	<p>Children to make good or better progress, move at least x2 steps on TT.</p> <p>Children to achieve ARE by end of academic year.</p> <p>Children to be able to apply taught reading/writing/spelling skills to independent class tasks.</p> <p>Increased pupil confidence in reading/writing and spelling.</p>	<p><b>See separate data summary showing impact.</b></p> <p><b>All pupils made step progress within Nessy.</b></p>
<p>Writing and Maths Tuition x15 hours in small group 1:3 to focus on specific pupils' gaps in writing and Maths.</p> <p>Class teachers to work with tutor to share specific needs/targets.</p> <p>Target pupils in Y4 &amp; Y5 who are at risk of not achieving ARE by academic year end/end of KS2.</p>	<p>Maths £</p> <p>English £</p>	<p>Children to make good or better progress, move at least x2 steps on TT.</p> <p>Children to achieve ARE by end of academic year.</p> <p>Children to be able to apply taught writing and maths skills to independent class tasks.</p> <p>Increased pupil confidence in writing and maths.</p>	<p><b>See separate data analysis.</b></p>
<p>Purchase and implement rapid maths intervention for KS2. Train LSP to deliver. To deliver to pupils in Y3-Y6 who are at risk of not achieving ARE by academic year end.</p> <p>Increase pupil confidence in maths.</p>	<p>LSP time x4 afternoons</p> <p>Rapid Maths</p> <p>Rapid Writing</p> <p>Maths Factor</p> <p>£1, 254</p>	<p>Children to make good or better progress, move at least x2 steps on TT.</p> <p>Children to achieve ARE by end of academic year.</p> <p>Children to be able to apply taught maths skills to independent class tasks.</p> <p>Increased pupil confidence in maths.</p>	<p><b>To be completed</b></p>
<p>Purchase and implement 5 minute literacy and numeracy boxes. Train support staff to use to support QFT in English and Maths.</p>	<p>£1000</p>	<p>QFT in place across the school.</p> <p>Resources used to address misconceptions and gaps in learning, practical resources used to support cognition.</p>	<p><b>To be implemented further</b></p>

Regular and robust moderation of pupils reading, writing and maths across trust to ensure accurate assessment of pupils reading/writing and maths.	Teachers released, supply cover for day.	Accurate and reliable teacher assessments of all pupils.	
HLTA within school to work along side Maths consultant to observe delivery of Maths tutoring sessions. To train HLTA in delivery of Maths tutoring for KS2 pupils.		Lightwoods staff skilled in delivering tutoring Maths sessions.	