



# Catch up funding allocation 2020-21

1. Summary information					
<b>School</b>	Three Lane Ends Primary Academy				
<b>Academic Year</b>	2020-21	<b>Total funding allocation</b> £28,640	Term 1 £7160	Term 2	Term 3
<b>Total number of pupils</b>	376				

Barriers to future attainment	
<b>A.</b>	Gaps in learning, particularly in basic skills, are growing as a result of school closure and lack of access to quality first teaching of these aspects of the curriculum.
<b>B.</b>	Continuous development of those at early career stage or new to profession is stilted impacting on curriculum taught and outcomes for pupils.
<b>C.</b>	Impact of school closure on mental health and wellbeing of pupils and families, including resistance to return to school and on attendance.

2. Planned expenditure					
<b>Academic year</b>	2020-21				
<b>A. Gaps in learning, particularly in basic skills, are growing as a result of school closure and lack of access to quality first teaching of these aspects of the curriculum.</b>					
<b>Desired outcome</b>	<b>Staff Lead</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring</b>	<b>Total cost</b>
Gaps in learning are addressed through small group and targeted intervention. This includes pre- and post-teaching sessions.	GB	Targeted support Pre/post teaching	During school closure, this had a dramatic impact on pupils, particularly in KS1. Significant focus was put onto the basic skills and ensuring security of these. One example of significant impact was Y2 phonics, whereby pupils were placed in small groups of approximately 7 to address gaps in phonics and improve standards and progress.	Learning walks  Pupil progress	£7079
A higher proportion of pupils are working at age related expectations for spelling.	DR	Access to online platforms to support the retention and application of spelling.	Significant number of pupils in each year group not spelling correctly age-related patterns. Legacy of poor phonics teaching has resulted in gaps in knowledge. Support LKS2 in Year 2 phonics to address gaps and revisit this curriculum. Targeted support for those who did not achieve the phonics check at the end of KS1. For those, where systematic synthetic phonics is not enabling progress, provide alternative strategies. Collaborate with external agencies for alternative strategies i.e. rainbow words.	Work scrutiny  Pupil outcomes in writing	£240

<p>Class texts are used to enhance cross curricular learning and support development of vocabulary and knowledge.</p> <p>Pupils are reading widely and across the curriculum.</p>	SR	Investment in high quality texts and access for all pupils.	Family backgrounds for some pupils result in reduced access to high quality texts during a period of school closure and lack of reading development. School curriculum linked to texts to ensure that pupils read widely and often.	<p>Planning scrutiny</p> <p>Learning walks/lesson observations</p> <p>Work scrutiny</p> <p>Pupil voice</p>	£2169.28
<p>Significant improvement in fine motor control and handwriting skills, thus impacting on pupils, particularly boys, achieving ARE in writing at the end of KS1.</p>	DR	Handwriting scheme in place	<p>Outcomes for previous cohorts have been impacted upon by poor fine motor control and handwriting skills. Programme now in place ensuring that there is a consistent approach to the teaching of handwriting throughout school.</p> <p>All year groups up to Y4 to receive timetabled handwriting sessions weekly, this to be targeted support for identified pupils in UKS2.</p>	<p>Work scrutiny</p> <p>Pupil outcomes in writing</p> <p>Learning walks/lesson observations</p> <p>Pupil voice</p>	£450
<p>Equipment in maths supports conceptual understanding.</p>	ES	Concrete resource boxes available within the classroom	<p>Mathematical equipment boxes to be developed throughout school, enabling pupils to develop concrete understanding on concepts prior to pictorial and abstract.</p>	<p>Learning walks/lesson observations</p> <p>Pupil voice</p>	£1000
<p>Sufficient reading books are available for EYFS and KS1 pupils to apply phonic knowledge taught and further develop comprehension skills.</p>	DR	Access to reading books aligned to Letters and Sounds, as well as chosen phonics programme.	<p>Broad range of reading books invested in aligned to the adopted programme throughout school, enabling all pupils from Reception to Y2 to apply phonics skills taught.</p> <p>Reading books sent home aligned to graphemes taught during the week</p>	Pupil voice	
<p>Pupils at risk of not achieving ARE in Maths at the end of KS2 are supported to address gaps and any lost learning.</p>	ES	Targeted support in addition to QFT daily.	<p>QLA analysed and pupils identified to receive two additional sessions of Maths per week in order to address gaps in learning. This led by SLT.</p> <p>Sessions to be focused on Maths units of work from the previous week to embed knowledge, understanding and skills.</p>	<p>Pupil progress meetings</p> <p>Sample SATs papers and QLA</p>	£6257
<p>Resources for those with high and complex needs, and those identified as having additional needs are invested in, supporting progress.</p>	GB	Appropriate resource packs/boxes are provided to support parents of pupils with high and complex needs.	<p>Significant work has been undertaken to ensure that provision for those with SEND is appropriate and meeting need, as well as reflected in learning plans. Resource boxes and suggestions from external agencies would provide parents with guidance to support their child with homework, enabling pupils to have a sense of success when completing homework. This would also support teaching staff to ensure that homework is differentiated and meeting the needs of all learners.</p>	<p>Individual learning plans</p> <p>Pupil progress</p> <p>Parent voice</p>	£1000

Sufficient reading books are available for those in Early Years to apply and practice taught grapheme-phoneme correspondence.		Investment in additional reading material linked to adopted phonic program.	Reading books for pupils following Letters and Sounds to be invested in and ensure these are aligned to the adopted school programme. Application of the grapheme-phoneme correspondence within reading. Pupils to also have access to additional books, aligned to L&S, to further develop understanding and responding to texts.	Phonics progress scores Pupil voice Individual readers	
Reluctant writers are supported to produce sustained pieces of writing, as well as writing across the curriculum.	GB	Investment in full Clicker writing software package. Training for all teaching staff. Will be used in home learning.	The software was extensively reviewed by SLT and staff and agreed that it did support reluctant writers to more effectively, this was particularly evident in topic and Science work initially although it will support all subjects.  Two formal training sessions will be completed, the first on 6.1.2021 and the second 10.2.2021.	Learning walks and drop ins  Work scrutiny	£2700

**B. Continuous development of those at early career stage or new to profession is stilted impacting on curriculum taught and outcomes for pupils.**

Desired outcome	Staff Lead	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring	Total cost
Ensure that those who are at early career stage are provided with quality CPD and continued support, resulting in further development in the second year.  Ensure that those new to profession are effectively support and have access to CPD, within school and from external agencies.	GB	Early Career Pathway	Three early career stage teachers did not complete a full year of teaching their class in the previous academic year due to school closures. These staff will continue to be supported by members of SLT with regard to curriculum progression and teaching and learning. Access to additional CPD will be provided through external providers as appropriate.  Those new to career are supported by in school mentor, as well as having access to LA programme and Early Career Pathway.	Learning walks and drop-ins  Work scrutiny  Performance management  Assessments of new to profession	£1132
Ensure that all staff are provided with support and guidance in relation to use of technologies in the event of self-isolation/National lockdown.	SLT	Adopted remote learning platforms	Due to the nature of remote learning and the continued need to provide this to pupils, it is crucial that staff keep abreast of latest technologies and their uses.	Staff survey  Audit of learning platforms  Parent voice	

