



## 'Catch Up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately **£80 per pupil**.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England's most disadvantaged children.



# Strategy for 2020-21

1. Summary information 'Catch up' Grant					
<b>Academy</b>	Birley Primary Academy				
<b>Academic Year</b>	2020-21	<b>Total Catch up budget</b>	£45,040	<b>Number of pupils</b>	563

## Initial evaluations and assessments of gaps/barriers for groups of pupils

2. Barriers to future good attainment
Attainment of age-related expectations in Reading has declined across all year groups at Birley Primary Academy by up to 30%.
Mathematics is the subject area which has seen the biggest decline in the percentage of children attaining age-related and greater depth standard.
Across Key Stage 1, the teaching of Phonic Phases is significantly behind where it should be as children have regressed in this area since the school closure. In Year 2, this has resulted in 20% of children being assessed as no longer on track to pass the Y2 Phonics Screening.
In Foundation Stage 2, baseline assessments are displaying children entering the year group with much lower starting points.
There are attendance issues with some of the children identified as in need of the 'Catch-Up' Funding; therefore, improving this must remain a priority to ensure impact of the funding.
Parental engagement/support could potentially be a barrier to good attainment as a number of children, who are required to 'Catch-Up', will potentially not engage with morning or after-school catch up sessions.



3. Planning for Catch up interventions						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<b>Year 6</b>	<p><b>Reading</b> 19% of the Y6 cohort, who were on track to achieve EXS at the end of Y5, have fallen behind in Reading Comprehension.</p> <p>13% of the Y6 cohort, who were on track to achieve GDS at the end of Y5, are no longer on track.</p> <p><b>Writing/GPVS</b> In gathering an initial baseline in Writing, we have assessed children's GPVS as well as observe children in the writing process, giving us an indicator of who to target whilst we develop writing portfolios. In GPVS, 7% of children are no longer attaining ARE &amp; 12% not attaining the GD standard.</p>	<p>SATs Breakfast Reading Booster – Greater Depth Focus</p> <p>SATs Breakfast Reading Booster – Expected Standard Focus</p> <p>On Track – Reading Comprehension Intervention</p> <p>On Track – Writing Intervention</p> <p>SPAG.com</p>	<p>The EEF has found that, on average, reading comprehension approaches deliver an additional 6 months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. It has been proven that reading comprehension approaches appear more effective than Phonics or Oral Language approaches in Key Stage 2.</p> <p>The EEF has indicated that pupils who are furthest behind are likely to need 'structured interventions'. Programmes are likely to have the greatest impact where they meet a specific need - such as writing – when sessions are regularly timetabled and delivered over a sustained period.</p> <p>Digital technology is associated with moderate learning of up to 4 months progress.</p>	<p>Entry Data</p> <p>Planning</p> <p>Registers</p> <p>Formative Assessment</p> <p>Summative Assessment</p> <p><b>Monitored by:</b></p> <p><b>SLT</b></p> <p><b>Phase Leaders</b></p> <p><b>Class Teachers</b></p>	<p>4x4 ARE Groups 15 x 0.5hr Weekly 30 x £25 = £750</p> <p>2x5 GD Groups 15 x 0.5hr Weekly 15 x £25 = £375</p> <p>4x4 – On track 15 x 0.5 hr Weekly 30 x £25 = £750</p> <p>2x4 – Writing Int 15 x 1hr Weekly 30 x £25 = £750</p> <p>SPAG.com Year Group Subscription - £60</p>	



	<p><b>Maths</b> 37% of the Y6 cohort, who were on track to achieve EXS at the end of Y5, have fallen behind in Maths</p> <p>19% of the cohort, who were on track to achieve GDS at the end of Y5, have been assessed again and they are no longer on track.</p>	<p>SATs Maths After-School Booster: ARE KPI Focus</p> <p>SATs Maths After-School Booster: GD Focus</p> <p>Success@Arithmetic TA Led Intervention</p>	<p>Effective intervention “follows assessment,” the EEF said, which “can be used to ensure that support is well-targeted and can effectively monitor pupil progress.” The SATs Maths After-School Booster will focus on key KPI objectives, which children were unable to complete on baseline and continuous formative assessment.</p> <p>According to research, over 13,000 pupils in Y3-Y11 have been supported by Success@Arithmetic across 2,000 schools. They have made an average number age gain of 14.5 months in 4 months (over 3 times the expected progress).</p>		<p>6x5 ARE Booster 15 x 1hr 90 x £25 = £2,250</p> <p>2x6 GD Booster 15 x 1hr 30 x £25 = £750</p> <p>1x4 Success@Arith 15 x 1hr 15 x £25 = £375 Training + Resources £950</p>	
YEAR 5	<p><b>Reading</b> 18% of the Y6 cohort, who were on track to achieve EXS at the end of Y5, have fallen behind in Reading Comprehension.</p> <p>12% of the Y6 cohort, who were on track to achieve GDS at the end of Y5, have fallen behind in Reading Comprehension.</p>	<p>Reading Booster – Greater Depth KPI Focus</p> <p>Reading Booster – Expected Standard KPI Focus</p> <p>On Track – Reading Comprehension Intervention</p>	<p>The EEF has found that, on average, reading comprehension approaches deliver an additional 6 months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. It has been proven that reading comprehension approaches appear more effective than Phonics or Oral Language approaches in Key Stage 2.</p>	<p>Entry Data</p> <p>Planning</p> <p>Registers</p> <p>Formative Assessment</p> <p>Summative Assessment</p> <p><b>Monitored by:</b> SLT</p> <p><b>Phase Leaders</b></p>	<p>3x5 ARE Groups 15 x 0.5hr Weekly 22 ½ x £25 = £563</p> <p>2x5 GD Groups 15 x 0.5hr Weekly 15 x £25 = £375</p> <p>3x4 – On track 3 x 0.5 hr Weekly 22 ½ x £25 = £563</p>	



	<p><b>Writing/GPVS</b> In gathering an initial baseline in Writing, we have assessed children's GPVS as well as observe children in the writing process, giving us an indicator of who to target whilst we develop writing portfolios. In GPVS, 3% of children are no longer attaining ARE &amp; 7% not attaining the GD standard.</p> <p><b>Maths</b> 36% of the Y5 cohort, who were on track to achieve EXS at the end of Y5, have fallen behind in Maths.</p> <p>18% of the cohort, who were on track to achieve GDS at the end of Y4, have been assessed again and they are no longer on track.</p>	<p>On Track – Writing Intervention</p> <p>SPAG.com</p> <p>Maths After-School Booster: ARE KPI Focus</p> <p>Maths After-School Booster: GD KPI Focus</p> <p>Success@Arithmetic: TA Led Intervention</p>	<p>The EEF has indicated that pupils who are furthest behind are likely to need “structured interventions”, with a particular focus on literacy. Programmes are “likely to have the greatest impact where they meet a specific need - such as writing - include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery.</p> <p>Digital technology is associated with moderate learning of up to 4 months progress.</p> <p>Effective intervention “follows assessment, “ the EEF said, which “can be used to ensure that support is well-targeted and can effectively monitor pupil progress. The SATs Maths After-School Booster will focus on key KPI objectives, which children were unable to complete.</p> <p>According to research, over 13,000 pupils in Y3-Y11 have been supported by Success@Arithmetic across 2,000 schools. They have made an average number age gain of 14.5 months in 4 months (over 3 times the expected progress).</p>	<p><b>Class Teachers</b></p>	<p>2x4 – Writing Int 15 x 1hr Weekly 30 x £25 = £750</p> <p>SPAG.com Year Group Subscription - £60</p> <p>4 x 5 ARE Booster 15 x 1hr Weekly 60 x £25 = £1,500</p> <p>2 x 5 GD Booster 15 x 1hr Weekly 30 x £25 = £750</p> <p>1x4 Success@Arith 15 x 1hr 15 x £25 - £375 Training + Resources £950</p>	
--	---	--	---	------------------------------	---	--



<p><b>YEAR 4</b></p>	<p><b>Reading</b> 21% of the Y4 cohort, who were on track to achieve EXS at the end of Y3, have fallen behind in Reading Comprehension.</p> <p>13% of the Y4 cohort, who were on track to achieve GDS at the end of Y3, have fallen behind in Reading Comprehension.</p> <p><b>Writing/GPVS</b> In gathering an initial baseline in Writing, we have assessed children's GPVS as well as observe children in the writing process, giving us an indicator of who to target whilst we develop writing portfolios. In GPVS, 4% of children are no longer attaining ARE &amp; 5% not attaining the GD standard.</p>	<p>Reading Booster – Greater Depth KPI Focus</p> <p>Reading Booster – Expected Standard KPI Focus</p> <p>On Track – Reading Comprehension Intervention</p> <p>On Track – Writing Intervention</p> <p>SPAG.com</p>	<p>The <u>EEF</u> has found that, on average, reading comprehension approaches deliver an additional 6 months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. It has been proven that reading comprehension approaches appear more effective than Phonics or Oral Language approaches in Key Stage 2.</p> <p>The EEF has indicated that pupils who are furthest behind are likely to need "structured interventions", with a particular focus on literacy. Programmes are "likely to have the greatest impact where they meet a specific need - such as writing - include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery.</p> <p>Digital technology is associated with moderate learning of up to 4 months progress.</p>	<p>Entry Data</p> <p>Planning</p> <p>Registers</p> <p>Formative Assessment</p> <p>Summative Assessment</p> <p><b>Monitored by:</b> SLT</p> <p><b>Phase Leaders</b></p> <p><b>Class Teachers</b></p>	<p>3x6 ARE Groups 15 x 0.5hr Weekly 22 ½ x £25 = £563</p> <p>2x5 GD Groups 15 x 0.5hr Weekly 15 x £25 = £375</p> <p>3x4 – On track 15 x 0.5 hr Weekly 22 ½ x £25 = £563</p> <p>2x4 – Writing Int 15 x 1hr Weekly 30 x £25 = £750</p> <p>SPAG.com Year Group Subscription - £60</p>	
----------------------	---	---	--	---	--	--



	<p><b>Maths</b> 24% of the Y4 cohort, who were on track to achieve EXS at the end of Y4, have fallen behind in Maths.</p> <p>14% of the cohort, who were on track to achieve GDS at the end of Y4, have been assessed again and they are no longer on track.</p>	<p>Maths After-School Booster: ARE KPI Focus</p> <p>Maths After-School Booster: GD KPI Focus</p>	<p>Effective intervention “follows assessment, “ the EEF said, which “can be used to ensure that support is well-targeted and can effectively monitor pupil progress. The SATs Maths After-School Booster will focus on key KPI objectives, which children were unable to complete.</p> <p>An EEF evaluation found that pupils who received 1stClass@Number made, on average, two additional months’ progress in maths. This result has a high security rating.</p>		<p>4 x 5 ARE Booster 15 x 1hr Weekly 60 x £25 = £1500</p> <p>2 x 5 GD Booster 15 x 1hr Weekly 30 x £25 = £750</p>	
<b>YEAR 3</b>	<p><b>Reading</b> 26% of the Y3 cohort, who were on track to achieve EXS at the end of Y2, have fallen behind in Reading Comprehension.</p> <p>18% of the Y3 cohort, who were on track to achieve GDS at the end of Y2, have fallen behind in Reading Comprehension.</p> <p><b>Writing/GPVS</b> In gathering an initial baseline in Writing, we have assessed children’s GPVS as well as observe children in the writing process, giving us an indicator of who to target whilst we develop writing portfolios. In GPVS, 22% of children are no</p>	<p>Reading Booster – Greater Depth KPI Focus</p> <p>Reading Booster – Expected Standard KPI Focus</p> <p>On Track – Reading Comprehension Intervention</p> <p>On Track – Writing Intervention</p>	<p>The <u>EEF</u> has found that, on average, reading comprehension approaches deliver an additional 6 months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge.</p> <p>The EEF has indicated that pupils who are furthest behind are likely to need “structured interventions”, with a particular focus on literacy. Programmes are “likely to have the greatest impact where they meet a specific need - such as writing - include regular sessions maintained over a sustained period and</p>	<p>Entry Data</p> <p>Planning</p> <p>Registers</p> <p>Formative Assessment</p> <p>Summative Assessment</p> <p><b>Monitored by:</b> SLT</p> <p><b>Phase Leaders</b></p> <p><b>Class Teachers</b></p>	<p>4 x 5 ARE Groups 20 x 0.5hr Weekly 40 x £25 = £1000</p> <p>2 x 6 GD Groups 20 x 0.5hr Weekly 20 x £25 = £500</p> <p>3 x 4 On Track 20 x 0.5hr Weekly 30 x £25 = £750</p> <p>2x4 – Writing Int 15 x 1hr Weekly 30 x £25 = £750</p>	



	<p>longer attaining ARE &amp; 9% not attaining the GD standard.</p> <p><b>Maths</b> 24% of the Y3 cohort, who were on track to achieve EXS at the end of Y2, have fallen behind in Maths.</p> <p>11% of the cohort, who were on track to achieve GDS at the end of Y2, have been assessed again and they are no longer on track.</p>	<p>SPAG.com</p> <p>Maths After-School Booster: ARE KPI Focus</p> <p>Maths After-School Booster: GD KPI Focus</p> <p>1<sup>st</sup> Class at Number 2 – TA Led Intervention</p>	<p>are carefully time-tabled to enable consistent delivery.</p> <p>Digital technology is associated with moderate learning of up to 4 months progress.</p> <p>Effective intervention “follows assessment, “ the EEF said, which “can be used to ensure that support is well-targeted and can effectively monitor pupil progress. The SATs Maths After-School Booster will focus on key KPI objectives, which children were unable to complete.</p> <p>An EEF evaluation found that pupils who received 1stclass@number made, on average, two additional months’ progress in maths. This result has a high security rating.</p>		<p>SPAG.com Year Group Subscription - £60</p> <p>4 x 5 ARE Booster 15 x 1hr Weekly 60 x £25 = £1,500</p> <p>2 x 5 GD Booster 15 x 1hr Weekly 30 x £25 = £750</p> <p>1<sup>st</sup> Class@Number 2: 20 x 1 hr Weekly 40 x £25 = £1000</p>	
<b>YEAR 2</b>	<p><b>Reading</b> 31% of the Y2 cohort, who were on track to achieve EXS at the end of Y2, have fallen behind in Reading Comprehension.</p> <p>14% of the Y2 cohort, who were on track to achieve GDS at the end of Y2, have fallen behind in Reading Comprehension.</p>	<p>Y2 SATs Reading Booster – Greater Depth Focus</p> <p>Y2 SATs Reading Booster – Expected Standard Focus</p> <p>Phonics Screening Intervention</p>	<p>Effective intervention “follows assessment, “ the EEF said, which “can be used to ensure that support is well-targeted and can effectively monitor pupil progress. The Y2 SATs Reading Booster will focus on key KPI objectives, which children were unable to complete on their return to school.</p> <p>Phonics approaches have been found to be effective in supporting younger readers to master the basics of reading, with an</p>	<p>Entry Data</p> <p>Planning</p> <p>Registers</p> <p>Formative Assessment</p> <p>Summative Assessment</p>	<p>4 x 5 ARE Groups 20 x 0.5hr Weekly 40 x £25 = £1000</p> <p>2 x 6 GD Groups 20 x 0.5hr Weekly 20 x £25 = £500</p> <p>3 x 4 Phonics 20 x 0.5hr Weekly 30 x £25 = £750</p>	





	<p>18% of the Y2 cohort adjudged as 'on track' to passing Y1 Phonics Screening are no longer on track.</p> <p><b>Writing/GPVS</b> In gathering an initial baseline in Writing, we have observed children in the writing process, giving us an indicator of who we can initially target whilst we develop writing portfolios. As children were entering Y2, we did not assess children on a GPVS assessment.</p> <p><b>Maths</b> 38% of the Y2 cohort, who were on track to achieve EXS at the end of Y2, have fallen behind in Maths.</p> <p>11% of the cohort, who were on track to achieve GDS at the end of Y2, have been assessed again and they are no longer on track.</p>	<p>On Track – Writing Intervention</p> <p>Y2 SATs Maths After-School Booster: ARE KPI Focus</p> <p>SATs Maths After-School Booster: GD Focus</p> <p>1<sup>st</sup> Class @ Number Intervention</p>	<p>additional impact of an additional four months.</p> <p>The EEF has indicated that pupils who are furthest behind are likely to need “structured interventions”, with a particular focus on literacy. Programmes are “likely to have the greatest impact where they meet a specific need - such as writing - include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery.</p> <p>Effective intervention “follows assessment, “ the EEF said, which “can be used to ensure that support is well-targeted and can effectively monitor pupil progress. The SATs Maths After-School Booster will focus on key KPI objectives, which children were unable to complete.</p> <p>An EEF evaluation found that pupils who received 1stclass@number made, on average, two additional months’ progress in maths. This result has a high security rating.</p>	<p><b>Monitored by:</b> SLT</p> <p><b>Phase Leaders</b></p> <p><b>Class Teachers</b></p>	<p>2x4 – Writing Int 15 x 1hr Weekly 30 x £25 = £750</p> <p>SPAG.com Year Group Subscription - £60</p> <p>4 x 6 ARE Booster 12 x 1hr Weekly 48 x £25 = £1,200</p> <p>1x6 GD Booster 12 x 1hr Weekly 12 x £25 = £300</p> <p>1<sup>st</sup> Class@Number 2: 12 x 1 hr Weekly 12 x £25 = £300</p>	
--	--	--	---	--	--	--



<b>YEAR 1</b>	<p><b>Reading/Phonics</b> Reading is an area identified as being significantly behind across the cohort. Teaching is at Phase 3 currently, where typically teaching would be recapping Phase 4 and heading into Phase 5. Children have regressed when assessing book bands and key words also.</p>	<p>Reading Eggs</p>	<p>Phonics approaches have been found to be effective in supporting younger readers to master the basics of reading, with an additional impact of an additional four months.</p>	<p>Entry Data</p>	<p>Reading Eggs £700</p>		
	<p><b>Writing</b> Initial assessments have shown that children lack confidence in the writing process and avoid engaging in the writing process where possible.</p>	<p>Phonics Intervention</p>	<p>The EEF has indicated that pupils who are furthest behind are likely to need “structured interventions”, with a particular focus on literacy. Programmes are “likely to have the greatest impact where they meet a specific need - such as writing - include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery.</p>	<p>Planning</p>	<p>Registers</p>	<p>3 x 6 Phonics 6 x 1 Weekly 18 x £25 = £450</p>	
	<p><b>Maths</b> Out of the core curriculum subjects, Maths is the strongest subject. However, there is still a large number of pupils within the cohort who would benefit with early number approaches due to gaps.</p>	<p>On Track – Writing Intervention</p>	<p>As a result of a promising evidence base from a previous trial in twelve schools in Nottingham. An EEF trial of pupils who received onebillion made an additional three months’ progress, on average, compared to the control group. This result has very high security.</p>	<p>Formative Assessment</p>	<p>Summative Assessment</p>	<p>2x4 – Writing Int 15 x 1hr Weekly 30 x £25 = £750</p>	
	<p>One Billion</p>	<p>An EEF evaluation found that pupils made on average, two additional months’ progress in maths in this intervention.</p>	<p>Monitored by: <b>SLT</b></p>	<p>Class Teachers</p>	<p>SPAG.com Year Group Subscription - £60</p>		
	<p>Becoming 1<sup>st</sup> Class at Number</p>				<p>One Billion Subscription £410</p>		
					<p>Becoming 1<sup>st</sup> Class: 12 x 2 hr Weekly 24 x £25 = £600 Training - £950</p>		



FS2	<p><b>Reading</b> 45% of the FS2 cohort, who were on track to achieve age-typical in Reading, are in need of support in consolidating the fundamentals in reading.</p>	<p>Reading Eggs/Reading Eggs Junior</p>	<p>EEF studies have found that using digital technology find that it is associated with positive learning gains, on average, of an additional four months progress over the course of the academic year.</p>	<p>Entry Data</p> <p>Planning</p> <p>Registers</p>	<p>Reading Eggs £700</p>	
		<p>Nuffield Early Language Intervention</p>	<p>Studies of communication and language approaches show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. A controlled trial for the Nuffield Early Language intervention showed a positive impact of four months additional progress.</p>	<p>Formative Assessment</p> <p>Summative Assessment</p> <p><b>Monitored by:</b> SLT</p> <p><b>Phase Leaders</b></p> <p><b>Class Teachers</b></p>	<p>Nuffield Early Language Training + Materials £880</p>	
	<p><b>Writing</b> 45% of the FS2 cohort, who were on track to achieve age-typical in Writing, are in need of support in consolidating the fundamentals in Writing.</p>	<p>EYFS Provision Enhancements – Mark Making</p>	<p>The EEF triumph physical development approaches to improve young children’s physical growth, skills and health as they have a potential gain on +3 months. Our focus will be on a particular aspect of physical development – fine motor skills related to writing.</p>		<p>CPD and Resources for EYFS setting to encourage the development of fine motor skills £1,000</p>	
	<p><b>Maths</b> 45% of the FS2 cohort, who were on track to achieve age-typical in Writing, are in need of support in consolidating the fundamentals in Writing.</p>	<p>Becoming 1<sup>st</sup> Class @ Number</p>	<p>An EEF evaluation found that pupils who received 1stClass@Number made, on average, two additional months’ progress in maths. This result has a high security rating.</p>		<p>Becoming 1<sup>st</sup> Class Training + Equipment £950</p>	



ALL YEAR GROUPS	<u>PURCHASING ICT EQUIPMENT</u>	Laptops or I-pads for children to use with purchased apps, particularly children in Y1.	Studies find that the use of digital technology is associated with moderate learning gains of – on average – an additional 4 months progress. This is best achieved through using technology to supplement traditional teaching approaches.		I-Pads 23 x £263 £6,049	
-----------------	---------------------------------	---	---	--	-------------------------------	--

**Note:**

This planned expenditure has been completed without any information on how the National Tutoring Programme will run/cost for our most disadvantaged pupils. Once this information has been provided and is something we feel would benefit our pupils, adjustments will be made to the above planned expenditure to ensure all disadvantaged pupils, who have been identified as in need of catch-up, will be placed on the National Tutoring Programme.