

Covid Universal Catch-up Funding Strategy 2020-21

Summary information 'Catch up' Grant					
Academy	Carclaze				
Academic Year	2020-21	Total Catch up budget	£32000	Number of pupils	398

SECTION ONE: Initial Evaluations and Summary	
Initial Evaluation Tools used	PIRA and PUMA results September 2020 and December 2019 Phonics Assessments RWI Sept 2020 Teacher Assessments September 2020
Identified Priorities <i>(summary of the main findings of your initial evaluation)</i>	
Foundation Stage children not school ready as missed out on pre-school	
Year 1 missing out on EYFS curriculum	
Reading – Year 2 upwards	
Year 6 Writing	

Priority One: Foundation Stage children missing out on pre-school			
Evaluation/Baseline Assessment: Large groups of children working at 0-3 Years for Listening, Attention and Understanding (27%), fine motor skills (25%), (self-regulation (19%)			EEF Strand: Targeted Intervention/ Whole Class Teaching/ Wider Strategies
INTENT	IMPLEMENTATION		IMPACT
What do we want to achieve?	How?	Cost?	Progress/Impact
<i>Desired Outcomes</i>	<i>What actions will you take to achieve this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
Children to be KS1 ready	Increase teacher:pupil ratio to enable quality first teaching with smaller groups.	£7500	
Children to be able to read using a phonetic approach	Additional training for staff and additional Read Write Inc support sessions for children.	£1350	

Priority Two: Year 1 missing out on EYFS curriculum			
Evaluation/Baseline Assessment:			EEF Strand: Targeted Intervention/ Whole Class Teaching/ Wider Strategies
INTENT	IMPLEMENTATION		IMPACT
What do we want to achieve?	How?	Cost?	Progress/Impact
<i>Desired Outcomes</i>	<i>What actions will you take to achieve this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
Children to be KS1 ready	Increase teacher:pupil ratio to enable quality first teaching with smaller groups.	£7500	
Children to be able to read using a phonetic approach	Additional training for staff and additional Read Write Inc support sessions for children. Additional hours	Included above £2842	
Increased liaison between EYFS and Y1 staff	EYFS teacher to spend time teaching Year 1 children identified as missing key skills usually developed in EYFS	£2800	

Priority Three: Reading – Year 2 upwards			
Evaluation/Baseline Assessment: Year 2 PIRA 44% / Year 3 PIRA 66% / Year 4 PIRA E 65% / Year 5 PIRA 62% / Year 6 previous SATS 57%			EEF Strand: Targeted Intervention/ Whole Class Teaching/ Wider Strategies
INTENT	IMPLEMENTATION		IMPACT
What do we want to achieve?	How?	Cost?	Progress/Impact
<i>Desired Outcomes</i>	<i>What actions will you take to achieve this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
Children at expected reading level by the end of the year.	Staff trained in appropriate reading interventions and time dedicated to completing the programmes.	£1000	
Reading for pleasure ethos embeded throughout the school	All teachers attend Open University Reading for Pleasure training, create a development plan and implement and evaluate the impact.	£100	

Priority Five: Year 6 Writing			
Evaluation/Baseline Assessment:			EEF Strand: Targeted Intervention/ Whole Class Teaching/ Wider Strategies
INTENT	IMPLEMENTATION		IMPACT
What do we want to achieve?	How?	Cost?	Progress/Impact
<i>Desired Outcomes</i>	<i>What actions will you take to achieve this?</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>6 weekly impact assessment against identified baseline</i>
Children writing at a level that enables them to be ready for secondary school	Planned and targetted teacher led additional writing intervention	£2842	