



## Catch Up Funding Strategy Statement (Primary)

| 1. Summary information                                                                          |                                                                                                                      |                       |                    |                                           |  |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------|-------------------------------------------|--|
| School                                                                                          | Caldecote Church of England Academy                                                                                  |                       |                    |                                           |  |
| Academic Year                                                                                   | 2021-22                                                                                                              | Total Catch up budget | £2755              | Date for internal review of this strategy |  |
|                                                                                                 |                                                                                                                      |                       |                    |                                           |  |
| 2. Targets                                                                                      |                                                                                                                      |                       |                    |                                           |  |
| % achieving GLD                                                                                 |                                                                                                                      |                       | 77% (10 out of 13) |                                           |  |
| % achieving ARE in Phonics Y1                                                                   |                                                                                                                      |                       | 80% (8 out of 10)  |                                           |  |
| % achieving ARE in Phonics Y2                                                                   |                                                                                                                      |                       | 80% (12 out of 15) |                                           |  |
|                                                                                                 |                                                                                                                      |                       | Year 2             | Year 6                                    |  |
| % achieving ARE reading, writing & maths                                                        |                                                                                                                      |                       | 63% (10 out of 15) |                                           |  |
| % achieving ARE reading                                                                         |                                                                                                                      |                       | 80% (12 out of 15) |                                           |  |
| % achieving ARE writing                                                                         |                                                                                                                      |                       | 60% (9 out of 15)  |                                           |  |
| % achieving ARE maths                                                                           |                                                                                                                      |                       | 80% (12 out of 15) |                                           |  |
| 3. Barriers to future attainment (for all pupils)                                               |                                                                                                                      |                       |                    |                                           |  |
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> |                                                                                                                      |                       |                    |                                           |  |
| A.                                                                                              | Limited opportunities for intervention due to limited staff numbers and desire to offer deep and diverse curriculum. |                       |                    |                                           |  |



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| B.                                                                                                | Class sizes are increasing without funding until the next academic year.                                                                                                                                                                                                                                                                               |                  |
| C.                                                                                                | NQT requiring significant support                                                                                                                                                                                                                                                                                                                      |                  |
| External barriers (issues which also require action outside school, such as low attendance rates) |                                                                                                                                                                                                                                                                                                                                                        |                  |
| D.                                                                                                | Poor attendance from a small number of children which is hindering their progress in school                                                                                                                                                                                                                                                            |                  |
| E.                                                                                                | New children enrolling in school this term have limited reading, writing and maths knowledge                                                                                                                                                                                                                                                           |                  |
| F.                                                                                                | Increase in the number of safeguarding, wellbeing and self-esteem concerns raised as a result of lockdown and missed time in school as a result of family breakdowns, bereavements, redundancies, behavioural issues and lack of socialisation, physical exercise and learning experiences out of the family home to continue to be tackled this year. |                  |
| 4. Desired outcomes (Desired outcomes and how they will be measured)                              |                                                                                                                                                                                                                                                                                                                                                        | Success criteria |
| A.                                                                                                | Ensure that staff have the required training to deliver First Quality Teaching in their classrooms and understand the nature of the challenges that children and families are facing.                                                                                                                                                                  |                  |
| B.                                                                                                | To ensure that identified children are able to close the attainment gap through a focused delivery programme.                                                                                                                                                                                                                                          |                  |
| C.                                                                                                | To ensure that all children are able to access high quality provision both in and out of school to support their classroom learning.                                                                                                                                                                                                                   |                  |
| D.                                                                                                | To ensure that all children identified as vulnerable and disadvantaged receive personalised learning to meet their needs both academically and from a personal development perspective.                                                                                                                                                                |                  |



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| <b>E.</b> | To ensure that the school delivers a contextual needs-based approach so that all children are able to flourish by taking a holistic approach to learning and focusing on the social, moral, physical and emotional needs of children as the priority. |  |
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| 5. Planned expenditure                                                                                                                                                                  |                          |                                                     |                                             |            |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------|---------------------------------------------|------------|--------------------------------------|
| Academic year                                                                                                                                                                           |                          | 2021-2022                                           |                                             |            |                                      |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |                          |                                                     |                                             |            |                                      |
| i. Quality of teaching for all                                                                                                                                                          |                          |                                                     |                                             |            |                                      |
| Desired outcome                                                                                                                                                                         | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |



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| Ensure that staff have the required training to deliver First Quality Teaching in their classrooms and understand the nature of the challenges that children and families are facing | To subscribe to the National College CPD database for another 12 months to gain access to over 250 seminars and courses to support QFT in the classroom | The additional CPD will support staff to ensure that the needs of all children are met in the classroom.                                                         | The subscription comes with a dashboard that allows the SLT to monitor uptake and impact.                                                   | All staff      | At staff meetings, staff will be expected to feedback on a course they have completed and how this has helped them to improve their delivery in the classroom. |
| To ensure that all children are able to access high quality provision both in and out of school to support their classroom learning                                                  | To subscribe and timetable Lexia.                                                                                                                       | Teachers have asked for Purple Mash as an online tool that can be used to support both classroom learning and at home to help close the attainment gap in Maths. | Access and use of the tool will be monitored by teachers to ensure that set work is completed and that the impact of the tool is monitored. | Teaching staff | Termly – track children's progress.                                                                                                                            |



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| Full use of programmes for all pupils in school                                                                                                                                                                                                                                                                                                                                          | Additional licenses for Lexia to enable it to be used in EYFS | Lexia is a proven support programme for Reading development. | Access timetabled in across the whole school. English lead to monitor use of Lexia and identify areas for development. | SC | Termly. |
| Total budgeted cost                                                                                                                                                                                                                                                                                                                                                                      |                                                               |                                                              |                                                                                                                        |    | £TBC    |
| <b>Impact to date</b><br><br><b>Autumn:</b> Staff are continuing to use the National College materials to upskill. Timetable is in place for all KS1 and KS2 pupils to use Lexia – although we have now exceeded the number of licences and Lexia will allow us to increase the licences in blocks just once during our 3 year subscription.<br><br><b>Spring:</b><br><br><b>Summer:</b> |                                                               |                                                              |                                                                                                                        |    |         |



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| ii. Targeted support                                                                                                                |                                                                                                            |                                                                                                                                                              |                                                                                                                                                             |            |                                      |
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| Desired outcome                                                                                                                     | Chosen action / approach                                                                                   | What is the evidence and rationale for this choice?                                                                                                          | How will you ensure it is implemented well?                                                                                                                 | Staff lead | When will you review implementation? |
| To ensure that identified children are able to close the attainment gap through a focused delivery programme                        | To use the NTP to provide support for identified children across the school in Writing.                    | We have decided to access the NTP to support specific children from across the school.                                                                       | Teaching Personnel staff are required to provide weekly feedback after each session there are opportunities for monitoring throughout the 15 weeks support. | SC         |                                      |
| To ensure that all children are able to access high quality provision both in and out of school to support their classroom learning | To subscribe to the Lexia Reading tool to support Reading and Comprehension across the school for 3 years. | Teachers have asked for Lexia as an online tool that can be used to support both classroom learning and at home to help close the attainment gap in Reading. | Access and use of the tool will be monitored by teachers to ensure that set work is completed and that the impact of the tool is monitored.                 | SC         |                                      |



|                                                                                                     |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                        |           |      |
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| To assess the wellbeing and mental health of individual children and provide individualised support | LP is training to be mental health support for our children. Purchase licences for Boxall online profiles to allow staff to assess individual children's wellbeing and mental health and create individual support plans. | Boxall profiles can be used to assess the SEMH needs of all identified children and create support plans that can be reviewed and tracked to demonstrate impact over time.<br><br>Forest school is an opportunity for the children to talk and express their concerns in an environment away from the main classroom – this is often a time when children talk about their concerns. | The HT and selected staff will use the software to assess the children on a case-by-case basis and create individualised support plans for each child. | All staff |      |
|                                                                                                     |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                        | LP        |      |
| Total budgeted cost                                                                                 |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                        |           | £TBC |



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**Impact to date**

**Autumn:**

**Spring:**

**Summer:**



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