

Sibford Gower Endowed Primary School

Catch up funding strategy statement - Primary

School overview

Metric	Data
School name	Sibford Gower Endowed primary
Pupils in school	104
Catch up funding allocation	£8,300
Publish date	October 2020
Review date	January 2021
Statement authorised by	J. O'Sullivan
Governor lead	Paul Manthorpe

Baseline pupil performance overview from Autumn data

EYFS GLD			
Phonics screen			
	R	W	M
Year 1 % R, W, M	83%	75%	92%
Year 2 % R, W, M	69%	56%	69%
Year 3 % R, W, M	65%	70%	88%
Year 4 % R, W, M	82%	70%	59%
Year 5 % R, W, M	73%	64%	64%
Year 6 % R, W, M	95%	84%	79%

Strategy targets

Aim	Expected outcome	Target date
To identify and address specific gaps in learning resulting from the lockdown	Specific gaps in learning are quickly identified and effectively addressed	December 2020
To ensure that children quickly get 'back on track' in their individual learning journeys	Dips in attainment against pre-lockdown levels for individuals are addressed and children make accelerated progress in identified areas until they are back on track	Spring 2021
Children and their families are well supported with any welfare/mental health needs arising from /exacerbated by the lockdown & pandemic	Attendance levels are high Pupil engagement in learning is high Children feel 'safe' and are able to thrive at school and at home	December 2020 in school return Summer 2021 - ongoing
To minimise the educational impact of further school closure through effective contingency planning and resourcing.	Any move to home learning can be quickly facilitated. Home learning resources, support and feedback ensure continuity in learning for all affected pupils.	From September 2020, as required

Targeted academic support for current academic year

Activity	Impact / Success Criteria
Quality First teaching in identified areas	Termly assessments show accelerated progress from autumn baseline – gaps in learning are filled ensuring that future learning builds on firm foundations.
Small group interventions in core areas for identified groups	Ongoing & termly assessments show accelerated progress from autumn baseline
Individual support	Ongoing & termly assessments show accelerated progress from autumn baseline
Arch Reading Support for identified pupils (x6)	Improved levels in reading, articulacy, learner confidence and engagement.
Participation in the Nuffield Early Language Intervention (NELI) programme	Accelerated progress in developing oral language and early literacy skills for identified pupils in our EYFS cohort

Wider strategies for current academic year

Activity	Impact / Success Criteria
Muddy Feet return to school lessons	Children settle into school well. They are able to communicate about their positive and negative emotions in age appropriate ways and articulate what they can do to feel better.
Regular Forest School and active outdoor learning	Children settle into school well. A balance between indoor academic and outdoor active learning leads to improved well-being, learning engagement and social development
Parent support sessions led by MHST	Parents are able to access professional advice and support with a positive impact on the mental health and well-being of their child. Child feels able to engage in learning and is happy coming to school.
Ensuring access to remote learning through the provision of ICT equipment – pupils/staff	Continuity in learning in the event of school closure – school staff have sufficient resources to provide online learning, feedback and support whether school can be open to staff or not. All pupils have sufficient resources to engage with remote learning and so continue to learn.

Funding: Projected

Amount	Activity	Outcome
£5000	Additional TA hours with a particular focus on cohorts with priority need balanced with current planned TA provision	Staff are able to deliver learning support to all children in the ways most appropriate to their individual learning needs. Improved learning outcomes
£1000	Additional gap analysis & assessment resources	High levels of confidence in teacher assessments and accurate gap analysis Time efficiencies for teachers with positive impact on workload Children meet their learning targets.
£1,200	Provision of resources as needed to support a) Home learning in the event of school closure b) Engagement in active outdoor learning across the curriculum	Continuity in learning in the event of a lockdown Increased levels of well-being and physical health Improved learning outcomes

Amount	Activity	Outcome
£1000	Funding to ensure staff access to training linked to catch-up support, e.g additional paid hours for NELI training, in-school refreshers on precision teach strategies, etc.	Staff are able to deliver learning support to all children in the ways most appropriate to their individual learning needs, ensuring improved learning outcomes.