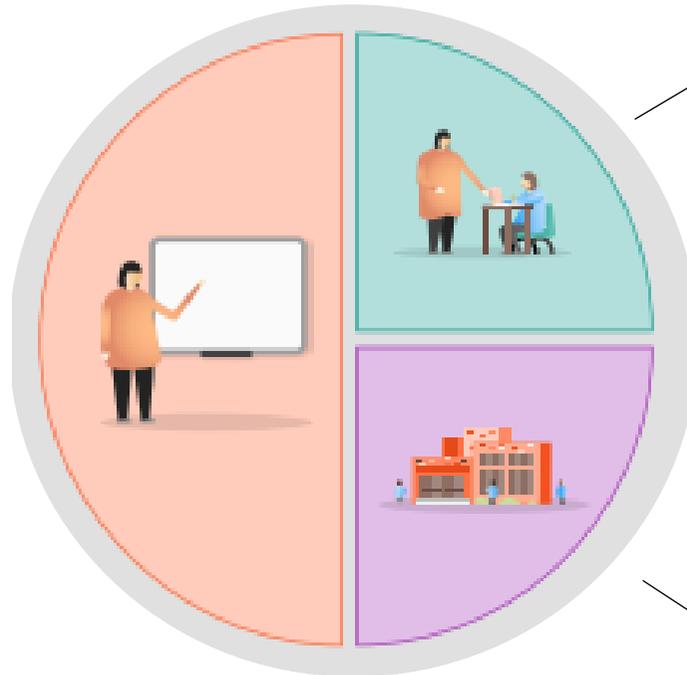


Wateringbury Primary School's Tiered Approach to 'Catch-Up' Funding

Quality First Teaching

- ✓ Access to high quality CPD
- ✓ Effective assessment of learning and wellbeing needs
- ✓ Effective feedback
- ✓ Planned transition
- ✓ Broad and balanced curriculum



Targeted Support

- ✓ 1:1/small group focused intervention
- ✓ National Tutoring Programme

Wider Strategies

- ✓ Access to technology
- ✓ Parental support
- ✓ High quality and consistent remote learning
- ✓ Mental Health support

1. Summary information											
School			Wateringbury Primary School			Academic Year			2020/21		
Total 'Catch-up' funding budget						£14,480					
Total number of pupils:	181	Total number of pupils eligible for PP:	29	Total number of pupils eligible for FSM:	29	Total number of pupils with an EHC:	2	Total number of pupils with SEN:	15	Total number of pupils with EAL:	5

2. Desired Outcomes	
Desired Outcome	Success Criteria
1. Pupils identified to be working at expected or higher in R/W/M in March 2020 to be assessed as working at expected or better by July 2021	<ul style="list-style-type: none"> Internal assessment tracking indicates that pupils identified as working at expected in R/W/M in March 2020 have achieved at least the expected standard by July 2021 Internal assessment tracking indicates that pupils identified as working at Greater Depth in R/W/M in March 2020 have achieved Greater Depth by July 2021
2. Pupils identified to not being on track prior to partial school closures to demonstrate accelerated progress from their individual starting point at the end of the previous key stage.	<ul style="list-style-type: none"> Internal assessment tracking indicates that pupils who were not working 'below year group' prior partial school closures, are now in line with their peers Internal assessment tracking indicates that pupils who were working 'below year group' due to an identified education need, have made accelerated progress from their starting point
3. Pupil attendance is in line with pupils nationally	<ul style="list-style-type: none"> Attendance % is in line with or exceeds national Internal records indicate that identified pupils with an attendance of 90% of below has improved over the course of the year

3. Planned expenditure

Item/Project	Responsibility and Cost	What is the evidence and rationale for this choice?	Objectives/Milestones	Monitoring	Review date
Tier 1: Quality of Teaching and Learning					
Professional Development Programme for Support Staff: <ul style="list-style-type: none"> Upskilling of TAs to ensure they are able to confidently support the pupils in their class 	£1000 RB	<ul style="list-style-type: none"> Due to class bubbles, TAs are no longer deployed across the school based on their area of expertise Gaps in knowledge need to be addressed in order to ensure all TAs feel confident in delivering an input or intervention in a range of subject areas TAs to have a wider understanding of potential barriers to learning e.g. SEN, EAL, background and to have a bank of strategies ready to use 	<ul style="list-style-type: none"> Gaps in knowledge to be identified via appraisal process by end of Autumn Term Training to be agreed and programme to be developed during Spring Term 	Impact of training to be monitored by SLT through: <ul style="list-style-type: none"> Pupil Progress Meetings Pupil Data Staff Appraisal 	Seasonally
Professional Development Programme for Teachers	£1000 AO	<ul style="list-style-type: none"> Improving the quality of teaching – both the planning and implementation – is almost always supported by high quality professional development (EEF) Focus for CPD to be on key topics: assessment, feedback and subject knowledge to ensure all members of staff are aware of the key teaching priorities so that progress can be seen Access to high quality CPD is for all staff but the opportunity is available for phases to share out who attends training to ensure workload is not impacted. Provides staff the opportunity to trial strategies from the training and then share back to their colleagues what has been effective 	<ul style="list-style-type: none"> Staff have an increased awareness of strategies to use to ensure there is effective assessment and feedback within the classrooms Staff understand and follow the school's feedback policy Staff can identify how their subject knowledge has improved and the impact they have seen on pupils Impact can be seen in children's books, through pupil voice and during pupil progress meetings 	<ul style="list-style-type: none"> Phase leaders to monitor the impact within their phase and feedback termly at SLT meetings AO to monitor attendance at training and ensure appropriate training is booked to meet the needs of staff Pupil data to be monitored seasonally to identify impact and next steps in order to ensure there is rapid progress 	Seasonally
Planning support: <ul style="list-style-type: none"> Phase Leaders to have a clear understanding 	No cost HF/SJ	<ul style="list-style-type: none"> Pupils will have gaps from missed teaching during the school closures and it is important to identify what these are in order to ensure there is not a detrimental effect on future learning 	<ul style="list-style-type: none"> Phase leaders to have collated information from their phases by the end of the 	Impact of support to be monitored by HoS/EL through:	Termly

<p>of the gaps for their phase, year groups and each class</p> <ul style="list-style-type: none"> Regular support from phase leaders to ensure gaps are prioritised and progress is seen 		<ul style="list-style-type: none"> Concepts need to be identified to ensure teachers understand what needs to be taught and understood and what can be left out so that children make accelerated progress and are prepared for the next stage of their learning Phase leaders need to have a strategic plan in order to ensure gaps are closed and to inform future planning 	<p>Autumn Term and to have a clear overview of the gaps</p> <ul style="list-style-type: none"> Phase leaders to feedback in SLT meetings each week to ensure all members of SLT understand the progress being made and where additional support may need to be implemented so this is addressed with pace Phase leaders to review plans each term and amend where necessary 	<ul style="list-style-type: none"> Pupil Progress Meetings Pupil Data 	
Tier 2: Targeted Support					
<p>1:1/Small Group Interventions</p> <ul style="list-style-type: none"> Pre-teaching Differentiated inputs Conferencing style 'fill the gaps' at the end of the lesson Daily focus/sustained interventions over a period of time 	£1000 RB	<ul style="list-style-type: none"> Evidence indicates that small group and 1:1 interventions can be a powerful tool for supporting pupils. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored (EEF) Evidence shows that TAs should be deployed in a way that supplements, not replaces, the teacher. Therefore, teachers should identify how best to deploy the TAs in their classrooms by using a range of approaches in order to have greatest impact 	<ul style="list-style-type: none"> Timetable for sustained interventions to be agreed and in place following pupil progress meetings in Term 4 Additional resources to be bought to support the running of interventions and to reduce the risk of infection spreading e.g. Every child counts 'Fill the gaps' style sessions to be planned for daily by teachers and evidence to be seen in books/through pupil voice Teachers and Support Staff to be able clearly explain what impact an intervention has had on pupil progress 	<p>Impacts to be monitored by SENCO and Phase Leaders through:</p> <ul style="list-style-type: none"> Intervention records Pupil Progress Meetings Pupil Data 	Termly
<p>National Tutoring Programme (NTP)</p>	£5000 AO/RB	<ul style="list-style-type: none"> The National Tutoring Programme aims to support schools in providing a sustained response to the COVID-19 partial closure of schools and to provide a longer-term contribution to closing the attainment gap 	<ul style="list-style-type: none"> Interventions to be signed up to and ready to start in Term 4 Progress to be tracked using the providers systems 	<p>Impact to be monitored by AO/RB through:</p> <ul style="list-style-type: none"> Providers tracking systems 	Termly

		<ul style="list-style-type: none"> Leaders have previously invested in Third Space Learning and have been made aware of the improvements in the programme so we are confident to invest again particularly as an initial gap analysis will be completed for each child so gaps in their knowledge will be targeted. Identified pupils from KS2 will be completing this intervention over the Spring and Summer terms. 	<ul style="list-style-type: none"> Impact to be seen through pupil voice, during Pupil Progress Meetings and seasonal data harvests. 	<ul style="list-style-type: none"> Pupil Progress Meetings Pupil Data Pupil Voice 	
Tier 3: Wider Strategies					
Access to Technology	£3000 AO	<ul style="list-style-type: none"> We have identified a number of families that either do not have access to the correct technology at home or are limited due to either the number of siblings in the family home or parents needing to work from home In order to ensure pupils can continue with their learning during a closure of a class bubble, they need to have the correct technology at home 	<ul style="list-style-type: none"> Identify which families require additional technology and purchase necessary equipment Apply to the DfE if and when laptops are needed 	Impact to be monitored by SLT	Termly
My Concern	£1000 AO	<ul style="list-style-type: none"> Due to the pandemic, it has been recognised that there is a greater need to ensure all safeguarding concerns are moved to an electronic system to ensure members of staff working from home have access at all times 	<ul style="list-style-type: none"> My Concern to have been bought and set up ready for staff to start using in Term 4 	Impact to be monitored by DSLs	Termly
				Total budgeted cost	£12,000