

Catch Up Funding – Mill Rythe Junior School 2020-2021

Total amount due: £80 x 283 Pupils = £ 22,640 Total Spent: £ Overspent see below.

This budget is significantly overspent but is offset with pupil premium funding and funding from our main budget. This plan, alongside our school improvement and pupil premium plans capture what we are doing as a school to enable children to catch up.

Teaching and whole-school strategies				
Objective	Reason	Actions & cost	Monitoring	Success criteria
All children receive a consistently high quality of education across MRJS.	A consistently high quality of education is essential for ensuring all children make progress from their starting points. This is more important than ever with the learning time that was lost during lockdown.	<ul style="list-style-type: none"> Becky Vousden is deployed as a teaching and learning coach working with all teachers and teaching assistants across MRJS to ensure that the quality of education is consistently good for all children. Amy Ayling is deployed to ensure that accurate formative assessment and subsequent planning of individual learning journeys enables SEN children who are working significantly below their peers and engaged in a well sequenced curriculum that enables them to make good progress from their starting points. As a result, teachers and teaching assistants pedagogy and knowledge of potentially KS1 curriculums for English and maths are secure and result in children making good progress. <p>Staff salary – 15 hours a week £22.167</p>	Coaching evaluations Pupil conferencing Book monitoring Lesson observations	Do all children receive a consistently good quality of education that identifies and addresses gaps/misconceptions resulting in them making good progress – knowing more and remembering more – as a result of a change in long term memory.

Targeted approaches				
Objective	Reason	Actions & cost	Monitoring	Success criteria
ELSA, FEIPS and Thrive 1:1 and small group work to support children socially and emotionally.	Social and emotional needs of some children is a significant barrier to their academic achievement.	<ul style="list-style-type: none"> Children identified using transition information with KS1 colleagues, class observations, conversations with parents and external professionals, Thrive, ELSA and FEIPS assessments. Intervention delivered on a set basis (daily or weekly as required) Impact to be monitored and programme of support adapted accordingly. <p>Staff salary 22 hours a week £10, 491</p>	<p>Thrive assessments</p> <p>ELSA and FEIPS pre and post impact report</p>	<p>Have children developed socially and emotionally as a result of this targeted work in addition to the work completed in class particularly within the RHE curriculum? As a result, are they better able to learn the curriculum within their classroom?</p>
High quality small group tuition to address specific gaps that have been created as a result of lockdown and will be a barrier to children closing the gap on their peers/KS1 attainment.	Engagement in learning during lockdown alongside the support available to children at home varied significantly. As a result, some children have returned to school with increased gaps in knowledge.	<ul style="list-style-type: none"> Formative assessments to identify children who have lost learning and or developed misconceptions as a result of remote learning in the summer term. Class teachers to identify precise targets based on formative assessment and then deliver two weekly tuition sessions each half term to this small group of children. Summative assessment completed at the end of each block of tuition to measure impact. Class teachers, BV and DB to monitor delivery/impact of tuition. <p>£1250 per teacher for 50 tutor sessions – reduced now due to lockdown to 30 tutor sessions per teacher £750 (potentially to teachers)</p>	<p>Termly assessments</p>	<p>Have children accessing tuition made accelerated progress with the knowledge and skills they have been taught being transferred from working to long term memory?</p>
Increase reading fluency for a group of 25 children across years 5 and 6 using reading plus.	Reading fluency is a barrier to educational achievement. Reading plus has been trialled by two Hampshire schools and results indicate that it played a	<ul style="list-style-type: none"> Reading plus training for SG, SB, DB and BV. All children in years 5 and 6 to complete reading fluency formative assessment. Following formative assessment, 25 children to form a trial reading plus group for the rest of this academic year with the aim of improving their reading fluency and as a result supporting them to move from WT to ARE or ARE to GD. 	<p>Monitor progress in Reading Plus assessments</p>	<p>Have children accessing Reading Plus made accelerated progress with their reading fluency and as a result has this been a contributing factor to them to achieve ARE or GD in reading?</p> <ul style="list-style-type: none"> ✓ All children are completing 4 reading plus sessions each week ✓ All children are reading x 5 at home each

	<p>significant role in improving fluency and as a result children made good progress from KS1 attainment.</p>	<ul style="list-style-type: none"> • Reading plus intervention to be completed for three half hour sessions each week in school and once a week at home. • DB, BV, SG and SB to evaluate the impact of the programme alongside the teaching of reading in school. <p>£1,897 Reading Plus subscription Staff salary for 3 hrs a week £775.50 (25 weeks)</p>		<p>week and being heard read regularly in class each week in different areas of the curriculum.</p> <ul style="list-style-type: none"> ✓ Reading plus fluency assessment demonstrates the progress made across 5 half terms. ✓ Reading ages increase at double the rate of progress. ✓ Do children achieve ARE or GD in EOY assessments/teacher assessment?
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Wider strategies				
Objective	Reason	Actions & cost	Monitoring	Success criteria
<p>Children and families will require a range of different additional support during this academic year. Whilst some of this can be anticipated, some of it will need to be identified as a response to needs that present as the year unfolds. As a school, we will provide the support that families need to ensure that children can engage successfully with learning at school.</p>	<p>Parents have played a key role supporting children during lockdown and support is essential during the full opening of school</p>	<ul style="list-style-type: none"> • Remote education – funding to enable staff to create systems for this and to support children and parents/carers to engage with it successfully when children are having to self-isolate. • Attendance – some families are likely to need additional support with accessing school at different points in the next year. This may be in the form of places at BASC, physical transport, funding for transport or encouragement to get their children into school. • Access to parent support within school, level 2 services and Early Help Hub - funding to enable Sue Ginn to provide this support through her role as home school link worker and DDSL. • Provide support sessions for parents in line with parental need - group or individual • Home visits – in person or virtually – for vulnerable children and families who are self-isolating. <p>Estimated costs: £unknown at the time of writing</p>	<p>Feedback from parents.</p> <p>Attendance data and impact of initiatives monitored.</p> <p>Feedback from parents and external professionals.</p> <p>Feedback from parents.</p> <p>Feedback from parents.</p>	<p>Are children and their families supported in bespoke ways to enable their children to engage successfully with school in this academic year? Do parents report that they feel that they are well supported and needs are addressed?</p>