



Bitterley CE Primary School Academy – COVID-19 Catch Up Funding Statement 2020-2021



Teaching priorities for current academic year

Priority 1	Additional teaching (Supply teacher to provide “Catch Up” time for class teacher) for Years 1-6 with focus on teaching identified Literacy and Maths curriculum gaps from this and previous academic year - open to all children across years 1-6.
Priority 2	Enhanced teaching (provided by class teacher facilitated by supply teacher) via small intervention groups for targeted individuals across all Year groups – prioritising gaps in literacy and numeracy identified via 60 Day Assessment Cycle data.
Priority 3	High quality Remote Learning accessible to all learners whilst shielding, self-isolating or during Bubble closures to ensure new gaps in learning are avoided.
Costs	£7840.00

Strategy aims for current academic year

Aim	Target	Target Date
EYFS	63% of cohort to achieve GLD	July 2021
Years 1-6	80% to meet National Average expectations based on Sub-Stages system of Assessment and Data Analysis Information	July 2021
Ever 6	To close identified gaps in attainment based on Sub-Stages system of Assessment and Data Analysis Information	July 2021
SEND	To close identified gaps in attainment based on KS1 & 2 Pre Key Stage Assessment or Sub-Stages system of Assessment gaps and Data Analysis Information	July 2021

Summary Information:

School	Bitterly CE Primary School Academy		Covid Catch Up Strategies led by:	Miss B Jones	
Academic Year:	2020/21	Total Budget:	£7840.00	Interim Review Date:	April 2021
Number of Pupils: (YR-Y6)	97	For the year 2020-2021 , Bitterley CE Primary School Academy has been allocated £7840.00 in Catch-Up Funding. This has been allocated as follows:			

Planned Expenditure 2020/21

Initiatives in 2020-21	Chosen action / approach:	Evaluation: Success Criteria:	Cost:	Review:
Scheduled Catch Up sessions to address gaps in Reading, Writing and Maths for all children as a result of school closures.	To enable Year group work to take place to help close identified gaps in learning for all children (Y1-Y6) due to school closure. Teacher employed 1 ½ days per week to release class teachers to deliver learning though targeted Booster lessons. (YR to focus on Prime Areas of EYFS in small class of 10).	Progress from 60 Day Cycle assessments made in March 2021 in Maths, Reading and Writing monitored regularly using sub-stage system of assessment to ensure accelerated progress.	£841.50	April 2021
Use of research based Reading, Writing, Phonics and	To support identified areas of weakness in Maths, Writing, Reading, Phonics and Grammar for targeted learners in all year	Regular monitoring of Reading, Writing, Maths and Grammar 30 Day Cycle assessments. Regular monitoring of R,W,Inc. half termly assessments. Regular monitoring of TA Intervention weekly target records.	£3366.00	May 2021

Maths interventions to support targeted group work in school time ensuring that all children are able to attend interventions.	groups by using research based interventions such as; Toe x toe, Lifeboat, Fresh Start, Rapid Readers, Basic Skills Tests, White Rose Resources delivered by class teacher. Teacher employed 1 ½ days per week to release class teachers for Catch Up lessons.			
Extension of daily Phonics sessions to YR/1/2 Catch Up groups.	Provide supply teacher hours to release teachers to deliver targeted interventions in reading/phonics/spelling 1 afternoon per week.	December 60 Day cycle assessments will be used to determine the children requiring most support. Children will make accelerated progress, achieve expected standards in their year groups and catch up with age-related expectations. • 30 Day Phonic Assessment Cycle will identify children requiring additional support. • Read, Write, Inc. programme used throughout YR/KS1 to improve spelling and reading. Year 1 children will at least match national data for Phonic Screening test June 2019 (as no Phonic Screening Tests in June 2020 or 2021 • TA/HLTA increased hours to lead phonic interventions. Year 2 children will at least match national data for Phonic screening test Autumn 2020	£1402.50	May 21
Referrals for identified children made to experts to gain advice on focused provision to close gaps which widened as a result of School closure.	Educational Psychologist x4 SALT x2 OT x1	EP and SALT advice will be implemented via Pupil Centred Plans. KS1 and KS2 Pre Key Stage Assessments and KS2 Curriculum assessments will be used to ensure that accelerated progress is achieved to begin to close the gaps identified as a result of school closure due to Coronavirus.	£1600.00	April 21
Mini Reviews of EHCPs	Mini reviews of EHCP annual reviews which took place during school closure to be offered to parents to ensure appropriate provision for children with complex SEND.	KS1 and KS2 Pre Key Stage Assessments/KS2 Curriculum Assessments and 60 Day Cycle assessments will be used to ensure that accelerated progress is achieved to begin to close the gaps identified as a result of school closure due to Coronavirus.	SENCo time £630	March 21
Potential impact of Bubble closures or children self-isolating.	Remote Learning is in place to ensure children continue to learn at home. Online digital platform Seesaw is in place to ensure that children are able to access quality learning whilst at home. Hard copies of work provided to children who have experienced difficulties in accessing remote learning.	Children will engage with remote learning to ensure that no further gaps occur. Attainment of all pupils to be regularly monitored using 60 Day cycle assessment system and system of engagement checks.	Teacher time	On-going

Funding received Autumn Term £1960.00

Spring Term proposed amount pending

Summer Term proposed amount pending