

Towngate Primary Academy
 Catch Up Funding Plan 2020-21
 (Linked to Lowest 20% - Strand of SDP)

The school has an accurate understanding of all gaps as a result of baseline assessments using standardised materials	Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to be back on track	Assessment for learning is used well to track the impact of pupils and as a result teachers and leaders have a clear understanding of the impact of their work	
The school has an accurate understanding of all common gaps across classes, groups and individuals and uses this information to effectively deploy staffing	As a result of grouping pupils with common gaps in learning, these are addressed and pupils are swiftly back on track	Pupils in the lowest 20% or in danger of falling into the lowest 20% are identified, access appropriate provisions led by qualified staff the impact of which is closely tracked	
The school has adjusted planning in place at a class, group and individual level to target gaps	Tuition is prioritised effectively across the school and delivered by skilled individuals, resulting in pupils catching up swiftly		

Improvement Targets (What?)	Actions: (How?)	Timescale (When?)/Cost	PersonResp. (Who?)	Monitoring
The school has an accurate understanding of all gaps as a result of baseline assessments using standardised materials	Baseline assessments undertaken	100920/110920	CTs	AB/LE
	Analysis done and shared by and with staff	121020	CTs and KSL	AB/LE
	Gaps communicated to parents	191020	CTs	LE
The school has an accurate understanding of all common gaps across classes, groups and individuals and uses this information to effectively deploy staffing	Analysis done and shared with staff	121020	CTs and KSL	LE/AA
	Pupil progress meetings to agree quality first teaching, group tuition and 1:1 tuition	121020	SLT	AB
	Additional staffing identified and appointed	191020	AB/LE	SV
	Additional and existing staffing used deployed	300920	LE	AB
The school has adjusted planning in place at a class, group and individual level to target gaps	Published materials such as White Rose Catch Up Curriculum to be shared and taught	210920	AA	LE
	Materials to be bought to support pupils to practice in writing and reading: comprehension workbooks with high quality texts and Descriptosaurus / new thesaurus' for writing.	121020	KSL	AB
	Whole school spelling resources in place – using RWI approach.	121020	LE	AB
	Training in place for support staff in the delivery of RWI spellings.	191020	LE/AA	LE/AA
	Key focus on reading to be implemented throughout the curriculum to strengthen reading fluency – including reading files, baseline and RRecord audits.	30.09.20	AA	LE
	Access proven EEF programmes that meet the need identified: Email sent to enquire as to the Nuffield Early Language project.	051020		
Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to be back on track	Whole class teaching plans adjusted to fill gaps identified at whole class level	280920	CT	SLT
	Quality first teaching to focus gap filling for identified groups of pupils alongside catch up tuition	280920	LE	AB

	<p>Bubble tuition adult to plan timetable of catch up for small groups and 1:1 pupils identified (short regular sessions across the week in line with EEF guidance)</p> <p>Support staff to be deployed to address gaps for pupils with additional needs over and above quality first teaching</p> <p>Fluency checks in place for maths and reading – with a focus on revisiting prior content taught regularly.</p>	280920	KSL	AB/LE
		280920		
		121020		
As a result of grouping pupils with common gaps in learning, these are addressed and pupils are swiftly back on track	<p>Use EEF approach to tuition with small groups (1,2,3,4)</p> <p>Follow research led practise to use short regular slots (20 mins 3 or 4 times per week) to move pupils quickly</p> <p>Timetabled sessions for deployed HLTA mentor to address key gaps identified.</p>	280920	AA/LE	AB
		280920		
		191020		
Tuition is prioritised effectively across the school and delivered by skilled individuals, resulting in pupils catching up swiftly	<p>Provide additional adults to support in class so that teachers can focus on identified groups and pupils</p> <p>Appoint highly skilled and experienced teacher to deliver more effective catch up.</p> <p>Ensure tuition is timetabled and monitoring ensures this takes place as agreed</p>	080920	AB/LE	SV
		191020	AB/LE	SV
		191020	AB/LE	SV
Assessment for learning is used well to track the impact of pupils and as a result teachers and leaders have a clear understanding of the impact of their work	<p>Impact of tuition and support is tracked through formative assessment and simple quizzes – including fluency checks.</p> <p>The impact of the programme is collated every 4 weeks and reviewed,</p> <p>All adjustments needed are swiftly made to ensure pupils make strong progress</p> <p>Impact is reported to parents and governors regularly through the LGB and parent consultations</p>	231020	AA	LE
		231020	AA	LE
		051120	AA	LE
		051120	AA	LE
Pupils in the lowest 20% or in danger of falling into the	Each identified pupils has a one page profile that is shared with key staff	280920	AA	LE

lowest 20% are identified, access appropriate provisions led by qualified staff the impact of which is closely tracked	All staff aware of barriers – focus of support staff meetings and key stage meetings in autumn term.	280920	AA	LE
	Wrap around support in place for child (attendance, EWO, Learning Mentor, SEND external support)	280920	AA	LE
	One page profiles reviewed every half term to ensure needs met	051120	AA	LE