



Brackenwood Junior School Catch Up Funding Plan

NUMBER OF PUPILS REQUIRING SUPPORT (Children who baselined below Age-Related Expectation in September 2020)	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reading	23	19	9	12
Writing	24	20	13	11
GAPS	24	20	13	11
Maths	30	22	8	7
TOTAL FUNDING RECEIVED:	£14, 900			
TOTAL PLANNED EXPENDITURE:	£27, 092			
DATE OF PLAN	SEPTEMBER 2020			
REVIEW:	MARCH 2021			

Planned Expenditure for 2020-2021					
Aims	Desired Outcomes	Rationale	Action and Intervention	Cost	Lead
1. Address the mental health needs of all pupils with the transition back into school Post-Lockdown and provide targeted support to individual pupils according to need.	<ul style="list-style-type: none"> * The vast majority of pupils make a successful transition back to school. * Pupils who require it receive the support they need to overcome the challenges presented by the reopening of schools. 	Children suffering with mental health issues are not ready to learn, and these issues need to be addressed for successful learning to take place.	<ul style="list-style-type: none"> * Teach a programme of mental health lessons, including bereavement, to all children in all classes upon school reopening. * Provide 1-1 ELSA support weekly * Provide 1-1 Thumbs Up support weekly * Employ additional TA1 x 2 to support specific pupils with return to school. 	£900 £250 £15000	LT
2. Provide support for all pupils with reading to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year.	<ul style="list-style-type: none"> * Proportions of pupils reaching age-related expectations in reading recover to 70%-75% in all classes and year groups. 	Reading must be prioritised in order to ensure that pupils are able to access all other areas of the curriculum successfully	<ul style="list-style-type: none"> * Baseline assessments completed in September 2020 to identify learning gaps and inform planning. * Reading lessons taught daily in all classes, incorporating phonics and comprehension strategies. * Pearson Active Learn Bug Club resources purchased to provide online reading resource for all pupils. * Additional reading lessons are timetabled and taught. * Additional or existing resources allocated to areas of greatest identified need. * Purchase of Pathways to Write scheme. 	£1157 £945	SL

3. Provide additional support with reading for all pupils who need to catch up.	* Pupils who have fallen behind with their reading demonstrate accelerated progress and catch up with their peers over time.	* Children who are unable to read fluently will struggle to make expected levels of progress across other areas of the curriculum.	<ul style="list-style-type: none"> * Reading fluency assessments completed in September 2020 to identify pupils who require additional support. * Reading intervention map developed in September 2020 to ensure identified pupils receive 1-1 daily support. * Reading Wise Phonics Programme accounts established for individual pupils. * Additional IPADs purchased to provide pupils with access to Reading Wise Phonics during the school day. * PM Benchmarking training provided to all teaching assistants * PM Benchmarking diagnostic assessments completed for all pupils requiring additional support to identify fluency and comprehension levels. 	<p>£1500</p> <p>£4000</p> <p>£500</p>	SL
4. Provide support for all pupils with maths to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year.	* Proportions of pupils reaching age-related expectations in maths recover to 70%-75% in all classes and year groups.	* The recovery curriculum is prioritising the core skills of reading, writing and maths in order to ensure pupils catch up as quickly as possible in these areas.	<ul style="list-style-type: none"> * Baseline assessments completed on pupils' return to school to identify learning gaps and inform recovery curriculum planning. * Q by Q analysis completed on assessments to identify learning gaps that have developed throughout Lockdown. * Additional maths lessons timetabled in order to accelerate progress. * Mathematics resource purchased to provide access to additional activities at home and to enable pupils to catch up. * Times Table Rock Star and Numbots resources purchased in order to provide pupils with online resources to practise times tables. * Additional resources allocated to areas of greatest identified need. 	<p>£500</p> <p>£240</p> <p>£2100</p>	CB
5. Provide additional support in Maths for all pupils who need to catch up.	* Individual pupils who have developed learning gaps in maths make accelerated progress and catch up with their peers over time.	* The school is focussed on identifying learning gaps in all the core areas of the curriculum and on ensuring that no child falls behind.	<ul style="list-style-type: none"> * Mental Maths Audits completed upon return to school after Lockdown. * Q by Q analysis of assessments to identify pupils who require additional extra support * School based Ten a Day Maths programmes followed to ensure pupils are able to practice skills on a daily basis. * High levels of parental engagement sustained for identified pupils who require additional homework tasks. 	Costed provision to be implemented during Summer term	CB

INITIAL REVIEW (December 2020)

Aims	IMPACT																																																						
1. Address the mental health needs of all pupils with the transition back into school Post-Lockdown and provide targeted support to individual pupils according to need.	<ul style="list-style-type: none">* Programme of mental health lessons, including bereavement, delivered to all classes upon return to school in September; the vast majority of pupils made a successful transition back to school.* Six children were supported with ELSA from September through to December.* Two children have received support through the Thumbs Up programme.* Two additional TAs have been employed by the school to support individual pupils* Impact of this level of support on individual pupils is held by the school.																																																						
2. Provide support for all pupils with reading to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year.	<p>* Many children across the school made progress from Autumn term baselines, as demonstrated in the table below:</p> <table><tr><th>Class</th><th colspan="2">PROPORTION OF PUPILS REACHING PASS MARK</th></tr><tr><th></th><th>BASE</th><th>DEC</th></tr><tr><td>3D</td><td>41%</td><td>75%</td></tr><tr><td>3W</td><td>40%</td><td>37%</td></tr><tr><td>4C</td><td>63%</td><td>69%</td></tr><tr><td>4L</td><td>50%</td><td>57%</td></tr><tr><td>5K</td><td>67%</td><td>70%</td></tr><tr><td>5W</td><td>76%</td><td>86%</td></tr><tr><td>6B</td><td>59%</td><td>58%</td></tr><tr><td>6W</td><td>71%</td><td>81%</td></tr></table>	Class	PROPORTION OF PUPILS REACHING PASS MARK			BASE	DEC	3D	41%	75%	3W	40%	37%	4C	63%	69%	4L	50%	57%	5K	67%	70%	5W	76%	86%	6B	59%	58%	6W	71%	81%																								
Class	PROPORTION OF PUPILS REACHING PASS MARK																																																						
	BASE	DEC																																																					
3D	41%	75%																																																					
3W	40%	37%																																																					
4C	63%	69%																																																					
4L	50%	57%																																																					
5K	67%	70%																																																					
5W	76%	86%																																																					
6B	59%	58%																																																					
6W	71%	81%																																																					
3. Provide additional support with reading for all pupils who need to catch up.	<p>* 54 children received 1-1 daily reading support throughout the Autumn term. The table below demonstrates the impact that this support had on the progress of these pupils.</p> <table><tr><th>SALFORD PROGRESS</th><th colspan="2">Year 3</th><th colspan="2">Year 4</th><th colspan="2">Year 5</th><th colspan="2">Year 6</th></tr><tr><th>Number of Children Receiving Daily Support</th><th colspan="2">16</th><th colspan="2">21</th><th colspan="2">6</th><th colspan="2">11</th></tr><tr><th></th><th>Sept</th><th>Dec</th><th>Sept</th><th>Dec</th><th>Sept</th><th>Dec</th><th>Sept</th><th>Dec</th></tr><tr><td>Number of children > 1 years behind end of year expectations:</td><td>16</td><td>9</td><td>21</td><td>14</td><td>6</td><td>2</td><td>11</td><td>10</td></tr><tr><td>Number of children > 2 years behind end of year expectations:</td><td>7</td><td>6</td><td>12</td><td>8</td><td>2</td><td>0</td><td>9</td><td>7</td></tr><tr><td>Number of children > 3 years behind end of year expectations:</td><td>4</td><td>1</td><td>8</td><td>4</td><td>0</td><td>0</td><td>5</td><td>3</td></tr></table> <p>In addition, many children have been provided with access to an online reading programme called Reading Wise, which provides phonics and decoding support. All children who have completed at least one module of this programme have made at least three times the amount of progress expected.</p>	SALFORD PROGRESS	Year 3		Year 4		Year 5		Year 6		Number of Children Receiving Daily Support	16		21		6		11			Sept	Dec	Sept	Dec	Sept	Dec	Sept	Dec	Number of children > 1 years behind end of year expectations:	16	9	21	14	6	2	11	10	Number of children > 2 years behind end of year expectations:	7	6	12	8	2	0	9	7	Number of children > 3 years behind end of year expectations:	4	1	8	4	0	0	5	3
SALFORD PROGRESS	Year 3		Year 4		Year 5		Year 6																																																
Number of Children Receiving Daily Support	16		21		6		11																																																
	Sept	Dec	Sept	Dec	Sept	Dec	Sept	Dec																																															
Number of children > 1 years behind end of year expectations:	16	9	21	14	6	2	11	10																																															
Number of children > 2 years behind end of year expectations:	7	6	12	8	2	0	9	7																																															
Number of children > 3 years behind end of year expectations:	4	1	8	4	0	0	5	3																																															
4. Provide support for all pupils with maths to ensure that the majority of pupils recover to reach age-related expectations by the end of the school year.	<p>* Progress made by cohorts of pupils from September baselines through to December are presented below:</p> <table><tr><th></th><th>SEPTEMBER BASELINE</th><th>DECEMBER</th></tr><tr><td>YEAR 6</td><td>71%</td><td>65%</td></tr><tr><td>YEAR 5</td><td>78%</td><td>81%</td></tr><tr><td>YEAR 4</td><td>44%</td><td>54%</td></tr><tr><td>YEAR 3</td><td>21%</td><td>52%</td></tr></table>		SEPTEMBER BASELINE	DECEMBER	YEAR 6	71%	65%	YEAR 5	78%	81%	YEAR 4	44%	54%	YEAR 3	21%	52%																																							
	SEPTEMBER BASELINE	DECEMBER																																																					
YEAR 6	71%	65%																																																					
YEAR 5	78%	81%																																																					
YEAR 4	44%	54%																																																					
YEAR 3	21%	52%																																																					
5. Provide additional support in Maths for all pupils who need to catch up.	<p>* Many pupils have received additional day to day support and additional tasks to complete at home. Whilst the impact of this support will be reflected in the data above, a more detailed impact assessment on individual pupils will be carried out later in the school year in April 2021.</p>																																																						