

Woodside Primary Academy: Summary of Catch-Up Strategy



This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance**.

School information			
School	Woodside Primary Academy		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	85280
Total number of pupils	1025	% Disadvantaged Pupils	34%

Contextual Information (if any)
Eg, specific challenges for the community; variable engagement etc.

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	To establish accurate baselines for Autumn 1 – establish gaps in learning and targeted planning – support in class teaching for inexperienced teachers.
B.	Set targets, develop maths sets and establish intervention groups for afternoon lessons
C.	Spring 1 – with further data after a term of KPs A & B identify small group intervention

Summary of Expected Outcomes	
A.	To close the gap that developed of children from On track + in March to September 2020
B.	
C.	

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Support great teaching	Additional pre planning time so planning incorporates robust book looks to inform gaps that need closing	All pupils	To close the gap that developed in children from On track + in March to September 2020	Rav Mudhar	Book looks – progress meetings every 3 weeks for writing – every half term reading and writing		
	YGLS to meet every day with inexperienced staff to support lesson prep and evaluation	All pupils	To close the gap that developed in children from On track + in March to September 2020	Year group leaders	Book looks – progress meetings every 3 weeks for writing – every half term reading and writing OBSERVATIONS learning walks		
	3 session of reading per day – 2 teacher led teaching of skills 1 enjoyment of reading session	All pupils	To close the gap that developed in children from On track + in March to September 2020	Emma Bradford	Book looks – progress meetings every 3 weeks for writing – every half term reading and writing OBSERVATIONS learning walks		
	Set maths across the school	All pupils	To close the gap that developed in children from On track + in March to September 2020	Charlotte Decelis	Book looks – progress meetings every 3 weeks for writing – every half term reading and writing OBSERVATIONS learning walks		
Pupil assessment and feedback	Inset 3 x half term – pupil progress meetings	Selected groups of 5 – 8 pupils for writing & eventually maths 3 week blocks	To close the gap that developed in children from On track + in March to September 2020	Rav Mudhar	Book looks – progress meetings every 3 weeks for writing – every half term reading and writing		
Cost - Sub-totals							
Total budgeted cost for Strand 1							

STRAND 2: TARGETED SUPPORT

Cost - Sub-totals		15400
Total budgeted cost for Strand 3	15400	

Financial Summary

Cumulative Sub-total for all strands	35000	85400
Total budgeted cost for all strands	12400	

Additional Information (if any)