

# CATCH UP FUNDING SCHOOL PLANNING (2020-21) – TIERED MODEL (Fig.1)

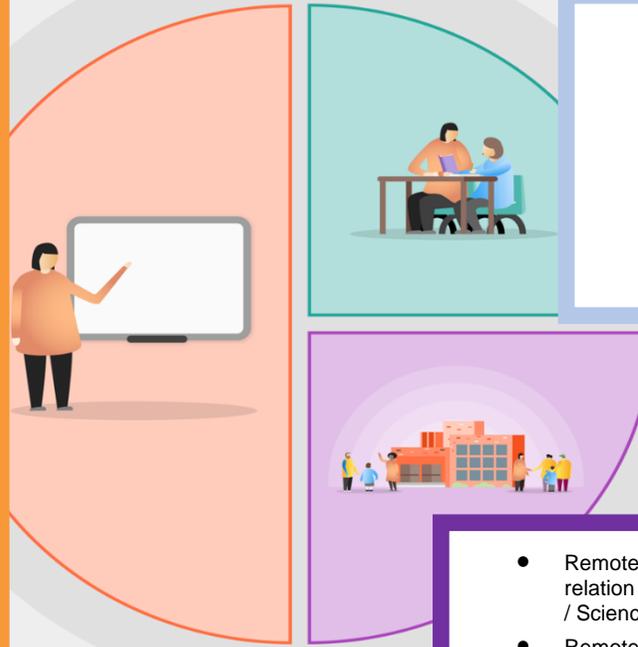
Walworth Primary School - TOTAL FUNDING £21,600



## 1 Teaching

### At Walworth we plan to provide.....

- Quality First Differentiated Teaching informed by assessment of Phonics, Reading, Spelling and Numeracy skills.
- A broad and engaging curriculum that focuses wellbeing, mental & physical health and positive behaviour management strategies.
- Whole class shared, guided and individual reading opportunities using a range of online reading books (Rapid Phonics) and levelled reading materials informed by assessment outcomes.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach to review focused direct weekly learning with mastery tasked at the end of each week.
- Staff CPD on wellbeing, mental health and emotion coaching.
- Teacher's model use of key self-regulation strategies and identifying emotions and employing self-regulation strategies to identified pupils, in relation to Relax Kids and Trauma informed approaches.
- An opportunity to access quality digital learning that is individualised to learner's level of development and monitored by teachers & support staff. (Education City, Purple Mash, Rapid phonics / Nessy/ Mathletics)



## 2 Targeted academic support

### At Walworth we plan to provide...

- One to one tuition involving a teacher, teaching assistant or RCCO giving a pupil intensive individual support 1 hour after school. (Literacy / Numeracy Catch Up / SLCN intervention/ Connecting with Children.
- Rapid Phonic intervention, teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English.
- The Talk Boost intervention approach supports children to work in groups to develop their speech, language and communication.
- Teach Active Maths support pupils' transition back to school with a physically active recovery curriculum that rebuilds well-being, re-establishes teamwork and recovers gaps in learning through Teach Active.

## 3 Wider strategies

### At Walworth we plan to provide...

- Remote learning opportunities that target individualised learning in relation to core subjects. (Education City – Phonics / Literacy / Numeracy / Science/ Times table rock stars/ purple mash)
- Remote learning opportunities that target specific intervention needs such as Nessy Reading and spelling programmes and rapid phonics digital reading books.
- Mathletics digital online blended personalised learning with real challenges to test their mathematical skills and knowledge that can be accessed at home and school.
- Engagement with parents and carers using the school PSA to support school and families to work together as pupils return to school. Support and guidance on remote learning opportunities in the event of Covid related absences.



# Walworth Catch Up Spending

## Rationale

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

### Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

### The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

### Remote education

DfE asks that schools meet the following key expectations:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
- Develop remote education so that it is integrated into school curriculum planning.

At Walworth Primary School we have set out how we will allocate the additional funding to support curriculum recovery this academic year. Using the guidance from the Education Endowment Foundation has helped leaders to implement the catch up strategy by focusing on the '3 tiered approach', as described in **(Fig.1)**

## Target Support

Action / Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well	Costing	Review / Impact
<p><b><u>The Talk Boost KS1</u></b></p> <p>Intervention Pack includes everything you need to run I CAN's interactive, evidence based intervention for 4-7-year old children with delayed language.</p>	<p><i>Talk Boost KS1</i> is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention.</p>	<p>Identified children based on EHCP evidence and assessment from S&amp;L therapist will allow class teachers to identify which children to target .</p> <p>Teacher or LSA deliver programme intervention.</p> <p><a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</a></p>	£500	<p>RC discussed action with SALT lead ER and agreed that this type of intervention would be a useful support in relation to identified outcomes in childrens EHCPs. RC contacted provider who advised not to purchase the intervention pack until identified staff completed the I – can training.</p>
<p><b><u>Talk Boost KS2 .</u></b></p> <p>Intervention Pack includes everything you need to run I CAN's interactive, evidence based intervention for 7-10 year old children with delayed language.</p>	<p><i>Talk Boost KS2</i> is a targeted intervention aimed at children 7-10 year old children with delayed language, aiming to boost their language skills helping them to catch up with their peers. The programme aims to accelerate children's progress in language and communication, after an eight week intervention.</p>	<p>Identified children based on EHCP evidence and assessment from S&amp;L therapist will allow class teachers to identify which children to target .</p> <p>Teacher or LSA deliver programme intervention</p> <p><a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks2/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks2/</a></p>	£500	As above

<p>I CAN – Tutor Training Licenссе KS1 KS2</p>	<p>An I CAN Licensee is a skilled educational professional who is trained and licensed to deliver one or more of I CAN's training and accreditation programmes direct to practitioners within schools or settings. These practitioners then implement the I CAN intervention or programme in their school or setting.</p>	<p>Mr Cooke – I CAN Train Tutor Programme for KS1  Mrs Reed &amp; Miss Bourne – I CAN Train Tutor Programme for KS 2  Contact Neil Everett – 07955519680 for our bespoke package.  Email – info@ican.org.uk</p>	<p>£1500  Including tutor membership fee.</p>	<p>Due to government guidance regarding COVID the training provider will contact the school to review the bespoke training package. As identified trainers will have new roles RC / VB it has been decided to look at teaching staff within the school who may want the opportunity to complet the training and roll out the intervention programmes next academic year.</p>
<p><b><u>Active Maths and English</u></b> transition back to school programme with a physically active recovery curriculum that rebuilds well-being, re-establishes teamwork and recovers gaps in learning through Teach Active.</p>	<p>Active Maths &amp; English fits into the weekly timetable. Casestudies suggest that children who have been part of the intervention groups have shown an increase in attitude and confidence with Maths &amp; Literacy work, and look forward to their next lesson.</p>	<p>Active Maths &amp; English is a teaching planning and resources tool that allows teachers and support assistants to deliver active engaging learning opportunities to consolidate, revisit and recover misconceptions in key areas of the Literacy / Numeracy Curriculum.  <a href="https://www.teachactive.org/">https://www.teachactive.org/</a></p>	<p>£1170</p>	<p>This programme was shared with all class groups. Monitoring from subject leaders illustrated this provided a consolidation opportunity within English and Maths. Observations showed that some children activitly engaged in formative lessons and gave them more confidence to take risks in learning, whereas in the past they would become disengaged and scared of failure. The active learning apporaches allowed inclusive access to help less confident children to engage in lessons. It was identified that this learning opportunity was not</p>

				always consistent across all class groups due to time constraint and other areas of curriculum coverage.
<p><b><u>Times Tables Rock Stars</u></b> is a carefully sequenced programme of daily times tables practice.</p>	<p>Each week students concentrate on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so. This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 14,000 schools - both primary and secondary - worldwide.</p>	<p>Teachers and LSA, select which times tables they practice each week. There is a rolling 20-week schedule in which staff can embed into the daily maths and additional activity practice. Children will have log on so they can practice tasks remotely in their home.</p> <p><a href="https://trockstars.com/home">https://trockstars.com/home</a></p>	<p>£210</p>	<p>7 out of 10 classes have been accessing this programme. Formative Assessment and feedback from class teachers indicated that rapid recall of multiplication and related facts have improved.</p> <p>It was identified that children who were assessed within pre key stage of the national curriculum found it difficult to access this programme as they did not have the matcohematic skills to apply rapid recall to multiplication and division facts. As a result of this the Maths leader has consulted the programme provider and is exploring a differentiated programme called numberbots which reviews number facts and conceptual understanding.</p>
<p><b><u>Mathletics</u></b> provides learners with the chance to put their mathematics skills to use at a mastery level, through</p>	<p>Mathletics gives the children chance to take learning into their own hands, developing their</p>	<p>All children to have access to an online learning platform that will allow them to access math skill problem solving activities . Teachers can set work and activities in relation to maths</p>	<p>£1045</p>	<p>This programme supported home learning opportunities throughout lockdown and was used as a platform for teachers to set work</p>

<p>activities and challenges that are relevant and attention-grabbing.</p>	<p>autonomy, problem-solving and ability to work independently.</p>	<p>planning and review activities results to inform part of a data capture of individuals. Children will have a logon so they can access this as additional remote learning tasks. <a href="https://www.mathletics.com/uk/">https://www.mathletics.com/uk/</a></p>		<p>either paperbase or digital work. It was identified that not all children actively engaged in the work and parents found it difficult to support their children's learning and manage behaviour at home. The maths leader found it difficult to assess the impact of this programme against pupils progress.</p>
<p><b>Nessy</b> is an incremental structure programme that systemically develops phonemic awareness, phonics, blending and segmentation, tricky words, reading fluency, spelling, vocabulary and comprehension.</p>	<p>Nessy Reading and Spelling was developed at the Bristol Dyslexia Centre by a team of specialists. The programme has been used successfully since 1999, with 100,000s of children around the world. During that time, it has proved to be one of the most effective teaching systems ever created. It was designed for students aged 6-11 years. Independent research has shown the programme to be effective even for those learning English as an additional language.</p>	<p>Targeted identified children informed by phonics data who are struggling to keep up with the pace of rapid phonics will have the opportunity to access additional intervention support. The programme starts with a fun assessment that identifies exactly where the student needs help, then guides them through target lessons. Teachers can adapt the targets and use the programme as a supplement for their lessons. This intervention programme can be completed remotely in their home. <a href="https://www.nessy.com/uk/product/nessy-reading-spelling/">https://www.nessy.com/uk/product/nessy-reading-spelling/</a></p>	<p>£ 600</p>	<p>Since September 11 identified children were assessed and intervention was designed according to needs. The average progress was 0.8 of a year for reading with represents good progress. The highest progress made was 2.2 years, has a result of this intervention the child is now access Rapid Reading Scheme books and need less support in reading across the curriculum. GB has completed a school audit in relation to specific literacy difficulties and since April 21 40 children have been screened and are accessing NESSY. ( Data to be analysed soon)</p>

<p><b><u>Rapid Phonics online books</u></b> QFT Wave 3 Intervention Programme for children who are experiencing difficulties in reading.</p>	<p>When used as a Wave 3 intervention, research indicates that children who were experiencing difficulties made on average three times the expected progress in reading. This is well above the recommended rate of progress for an effective intervention</p>	<p>Teachers to Assess identified children and teach direct intervention according to the stage level identified from assessment. Online rapid reader books can be used as group or individual readers that can be accessed remotely to support reading opportunities at home.</p> <p><a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a></p>	<p>£140 Online Rapid Readers Books</p>	<p>This programme supported remote learning opportunities and gave reluctant readers the opportunity to read books using i-pads and remote devices. This programme supported the wider engagement of delivering the whole school rapid phonics programme which whole school data can be discussed with Literacy Leader GB.</p>
<p><b><u>Phonics Play</u></b> – Interactive teaching and learning resource site to support target phonic intervention work and year 1 /2 phonic screening revision.</p>	<p>This programme provides a systematic phonics programme and follows government recommendations that is illustrated in the in the Rose Report.</p>	<p>This additional resource will support the schools systematic phonic delivery of rapid phonics. The resource will allow the children to access fun and engaging phonic games remotely, or as part of a discrete intervention teaching package.</p> <p><a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a></p>	<p>£120</p>	<p>As above.</p>
<p><b><u>Teachers 2 Parents</u></b> - To provide fluid communication at school at updated information in relating to COVID 19, remote learning and school structure / events.</p>	<p>Contact parents and guardians efficiently using SMS directly to their mobiles. Keeping parents in the loop wherever the information is needed to be shared. Increase the likelihood that parents receive your communications as we store up to two mobile numbers per contact. Schedule your texts in advance to streamline school communication systems.</p>	<p>Information shared by leaders to administrative staff to inform parents using this app.</p> <p><a href="https://eduspot.co.uk/product/teachers2parents/">https://eduspot.co.uk/product/teachers2parents/</a></p>	<p>£255</p>	<p>This programme has been a useful communication tool throughout COVID allowing parents to be kept informed of COVID restrictions, upcoming remote events and EHCP review appointments. EHCP were held remotely and all of the necessary communication needed to be completed the SEND legal framework were successfully achieved within the set time framework.</p>

<p><b>Purple Mash –</b> To embed computing and digital skills across your whole curriculum for KS1 and KS2</p>	<p>To provide blended learning and a complete remote education provision for all pupils in the school.</p>	<p>As a platform it allows us to assign work to the children, mark it and send it back to the them. This could be the answer to the online learning in case of lockdown. All children will need is access to the internet. Nothing needs to be downloaded or printed. Licence includes 5 year 3 x certified staff CPD sessions lasting 1.5 hours each. <a href="https://2simple.com/">https://2simple.com/</a></p>	<p><b>5 year licence:</b> £2475</p>	<p>Purple Mash purchased in Autumn Term. Training to teachers and LSA's that cover classes took place virtually on 7<sup>th</sup> January 2021. This training was recorded and uploaded to the school system. Staff were given until 29<sup>th</sup> January to get used to using Purple Mash within school. During this time starter packs were created by RButler and sent home to all children. These included How to guides and login information along with a school letter explaining the purpose of Purple Mash going forward. All of this information was also published on the school website by RButler, posted on the Parents Facebook Page by SMatthews and by text message from the school office. Work was set for the week beginning 1<sup>st</sup> February and staff were expected to track the engagement of pupils. This was then recorded on a</p>
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				Remote Learning Register to allow RButler to collate the data so figures could be shared with stakeholders. The recording also allowed SMatthews and any other members of staff to use the information when conducting Welfare calls during the Second Lockdown.
<b><u>1 to 1 direct teaching intervention support.</u></b>	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average	1 to 1 identified direct teaching intervention programmes for identified children delivered by either teacher or LSA outside of school teaching hours.	£13,100	71 out of 75 children have 1 to 1 direct teaching after school by teaching or LSA workforce. The target interventions are linked to the children's individual learning plan outcomes in relation to gaps identified. All staff are recording the weekly interventions and will monitor the progress in relation to individual outcomes set which will be reviewed when the direct 1 to 1 teaching has completed. Staff are asked to provide feedback on the children's individual learning plan outcomes and provide a record on children's progress using the agreed template.
		Total Expenditure	<b>£21,615</b>	

Completed by Mr Cooke (AHT – SENCO)

EB/PW consultation of funding spending.