



Wallsend Jubilee Primary School – Catch Up Funding (Covid-19)

The government has allocated £80 per pupil to support catch-up initiatives following the September reopening of schools. This strategy provides information about where the money will be targeted and the intended impact.	
Total number of pupils on roll (Autumn census- Reception to year 6)	346
Proportion of pupil premium pupils, Reception to year 6	28%
Proportion of SEND pupils, Reception to Year 6	13%
Catch up allocation	£15493 (7/12ths) (£26559 full allocation)
Delivering the intentions	<p>A trained/experienced teacher will be employed full time for 1.5 terms to deliver quality interventions across the school. Additional teaching assistant time will be provided where a need is identified. Increased hours for sports coach to deliver physical, mental health and wellbeing support. Behavior attendance and support officer to provide support for attendance, mental health and wellbeing. EYFS staff offering provision of NELI (Nuffield Early Language Intervention). EYFS staff offering Foundations for Learning Research approach. Year 1 staff complete and implement Launchpad for literacy intervention. (Spring 1)</p> <p>Catch up put on hold January 4th March the 8th due to National Lockdown</p>
Publish Date	November 2020

Review Date	17 th December 2020, February 2021 not completed due to lockdown, Review March 2021, July 2021
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Team members	John McKay, Sharon Fenton, Becky Hawkins
Governor monitoring	Adam Stubbs (vice chair)

Priority Areas for Catch Up Funding

Priority 1

Pupil mental, health and wellbeing in reception to year 6 pupils

Priority 2

Physical development, fine and gross motor skills in reception and year 1

Priority 3

Early language acquisition in Reception and year 1

Priority 4

Phonics catch up in year 1, 2 and 3

Priority 5

Reading intervention in year 4, 5 and 6

Priority 6

Basic skills in the 4 calculations in mathematics and fractions in year 4, 5 and 6

Catch up funding initiatives

Chosen Action/Approach	Who	Expected impact	Success Criteria	Outcome Jan/July 2021
1.1 Foundations for Learning approach adopted in EYFS/Year 1. Whole cohort approach and targeted support for those identified in base line assessment	EYFS and Year 1 team	Staff team are confident in the delivery of the approach and are able to accurately baseline and assess the children	Pupils are more resilient to change, are able to socialise more actively, to take turns and begin to show empathy to their peers	Approach put on hold from Jan to March due to lockdown. To be reinstated from March 2021

1.2 Cohort, small group and individual needs identified prior to return to school and during return. Specific daily/weekly intervention year 2 to 6	LB	Anticipated needs are successfully identified prior to and in the return to school. Intervention targets the specific needs of pupils	Pupils are able to explore their own needs, and have strategies which enable them to 'cope' and make good progress in school	Implemented up to January 2021 Pupils reassess and needs identified in preparation for return from lockdown 3 March 8 th 2021
1.3 Attendance monitored and support offered to individuals with identified needs	LB	Anticipated poor attendance is identified prior to and on return to school. Parent support in place where necessary	Whole school attendance, without Covid related attendance is at or above 96%	Attendance up to December 2020 in line with school expectation.
2.1 Outdoor classroom implemented in year 1 for physical development of fine and gross motor skills Baseline assessment of gross motor skills to be taken of year 1 pupils. Linked to early learning goals.	Year 1 team PL	Outdoor classroom open from day 1 accessed all day by pupils. Intervention targeted at identified pupils and supported by PE coach PL and TA's	All pupils make good progress from their baseline assessment. Identified pupils make rapid progress from their baseline.	Baseline assessments have been inputted onto target tracker
2.2 Sports coach employed 3 mornings to implement gross motor physical development in reception and year 1 Spring Term Sports coach employed 4 mornings to implement gross motor physical development in reception and year 1 (reduced to 3 mornings due to personal circumstances)	PL	Weekly additional physical activities are delivered by PL with a focus on gross motor skills	All pupils make good progress from their baseline assessment. Identified pupils make rapid progress from their baseline.	Year 1 updated physical development progress on target tracker end of autumn. Most pupils are making expected progress, with some making better than expected progress. Reception have

				focused on developing boy's fine motor. The majority of children have made significant progress.
2.3 Small groups intervention and strategies to improve fine motor skills Baseline assessment of cutting and handwriting to be taken of year 1 pupils. Linked to early learning goals.	EYFS and Year 1 team	Pupils will engage daily with cutting, play doh manipulation, drawing, writing etc lead by an experienced teacher/TA. Additional intervention will be given weekly to pupils who have regressed or made little progress since leaving school March 2020	All pupils make good progress from their baseline assessment. Identified pupils make rapid progress from their baseline.	Interventions to be put in place for spring/summer term focusing on fine motor skills.
3.1 Nuffield Early Language Intervention implemented in EYFS and year 1 Spring 1 staff meeting time dedicated to EYFS study and implementation of NELI	EYFS and Year 1 team	EYFS and Year 1 staff will be confident in the delivery of the NELI approach both as a cohort intervention but also for specific pupils whose needs have been identified by baseline assessment. Intervention will be delivered by trained staff to specific children.	Identified pupils will make at least good progress, from their baseline, in their language acquisition	Approach put on hold from Jan to March due to lockdown. To be reinstated from March 2021

<p>4.1 Assessment made of baseline phonics knowledge retained from previous year group. Cohort, group and individual needs identified year 1,2 and 3 Analysis of year 1 phonics and reading assessments</p>	<p>Year 1, 2 and 3 team</p>	<p>Baseline made of all pupils to identify gaps in learning, regression and limited progress</p>	<p>Children are grouped appropriately to access phonic intervention that meets their identified starting point.</p>	<p>Year 2 phonics test November 2020 75% achieve pass mark. 10 pupils did not pass and will re-sit summer 2021 Year 1 end of autumn phonics data shows that blending with set 1 sounds and securing knowledge in set 2 sounds are our main focuses.</p>
<p>4.2 Daily cohort phonic intervention by class teacher and fully trained teaching assistants 7 staff members to offer small group phonics and reading intervention to year 1 pupils for 40 minutes per day</p>	<p>Year 1, 2 and 3 team</p>	<p>30-minute phonic lesson daily by class teacher and TA's</p>	<p>All pupils to make at least good progress from their baseline assessment</p>	<p>Assessments have been completed to regroup pupils to suit their current needs. Small groups to be organised for Summer term to support reception and year 1</p>
<p>4.3 Daily small group/individual intervention for children with gaps in phonic knowledge 7 staff members to offer small group phonics and reading intervention to year 1 pupils for 40 minutes per day</p>	<p>Year 1, 2 and 3 team</p>	<p>Weekly intervention for small groups or individual pupils access additional phonics teaching</p>	<p>Identified pupils to make rapid progress and reduce the gap in learning</p>	<p>Small groups to be organised for Summer term to support reception and year 1</p>
<p>5.1 Baseline assessment made of reading to highlight children in year 4,</p>	<p>Year 4, 5</p>	<p>Baseline made of all pupils to identify gaps</p>	<p>Children are grouped appropriately to access reading</p>	<p>Small group intervention to resume in summer term.</p>

5 and 6 who have regressed or made little progress PIRA age-appropriate tests implemented December 2020	and 6 team	in learning, regression and limited progress	intervention that meets their identified starting point.	Reading focus of English units
5.2 Launchpad for literacy implemented to identify specific reading gaps in individual children year 4, 5 and 6	SF LH	Launchpad used to identify the reading gaps for identified pupils.	Resources used to narrow the gap are specific to the need identified using the literacy launchpad	Launchpad training still ongoing impact on year 1 group to be assessed in Summer term before using in KS2
5.3 Intervention by catch up teacher in year 4, 5 and 6 Autumn 2 Year 6CA only, due to pupil and staff self-isolation Spring 1 weeks 1-6: year 6 am year 5 pm	SF LH	Intervention 1:1 and small group by intervention teacher for 3 weeks on a twice weekly basis to reteach/recap the identified gaps in learning	Pupils will make at least good progress from their baseline assessment Year 6 pupils make expected progress in their SAT's	Intervention on hold due to lockdown. Priorities for summer term in all year group to be identified and program of study to be provided by Authority based on NTAGS and A New Summer Curriculum
5.4 Oxford owl reading log ins bought for all children to access a wide range of reading books remotely	SF	All pupils have access to remote reading	All pupils who can access remote learning are using the resources to enhance learning in school	School upgraded subscription to access more e-books
5.5 Reading books purchased to supplement good quality home and school reading books in EYFS and Year 1	SF	Books in school meet the identified needs of the pupils. Staff can identify accurately the appropriate book for a pupil from their baseline assessment.	Pupils will make at least good progress from their baseline assessment	Read, Write Inc home reading books purchased and now used from reception to year 2 alongside current school reading books. Class shared reading to be a daily activity. 60 second reads shared reading focus during

				English given priority for next few weeks.
6.1 Baseline assessment made of mathematics to highlight children in year 4, 5 and 6 who have regressed or made little progress PUMA age-appropriate tests implemented December 2020	Year 4, 5 and 6 team	Baseline made of all pupils to identify gaps in learning, regression and limited progress	Children are grouped appropriately to access math's intervention that meets their identified starting point.	Small group intervention to resume in summer term. Focus on Fractions and Number
6.2 Intervention by catch up teacher in year 4, 5 and 6 in basic skills, calculation and fraction Autumn 2 Year 6CA only, due to pupil and staff self-isolation Spring 1 weeks 1-6: Year 6 am	JM LH	Intervention 1:1 and small group by intervention teacher for 3 weeks on a twice weekly basis to reteach/recap the identified gaps in learning	Pupils will make at least good progress from their baseline assessment Year 6 pupils make expected progress in their SAT's	Intervention on hold due to lockdown. Priorities for summer term in all year groups to be identified and program of study to be provided by Authority based on NTAGS and A New Summer Curriculum
6.3 Hi 5 recap intervention daily in all cohorts year 1 to year 6 Year 3 and 4 focus on Number and addition/subtraction as identified in gap analysis	Year 1 to 6 team	Daily Hi 5 intervention in all classes which recaps and reinforces mathematical basic skills	Pupils will make at least good progress from their baseline assessment Year 6 pupils make expected progress in their SAT's	Hi5 to continue at start of each lesson using Flashback 4 resource from White Rose Maths or own slides relevant to gaps in chn's understanding
6.4 Multiplication gaps identified in year 3, 4 and 5	Year 3,4 and 5 team	Baseline made of all pupils to identify gaps in learning, regression and limited progress	Pupils targeted appropriately to ensure good progress	All chn to begin using Times Table Rock Stars. Timetable in place for use of ICT suite on weekly basis so chn can use in school.
6.5 Daily times tables practice in all year group	Year 1 to 6 teams	Daily times table 15 minutes lesson to address the gaps in	Pupils make at least good progress in	Daily sessions to continue addressing times table knowledge and gaps.

		learning and to target the year group objectives	times tables from baseline assessment Year 4 pupils make expected progress in the times tables check	Chn set homework to use and access TTRS
6.6 Times tables rock stars log ins purchased to allow all children to access times tables practice remotely All pupils to access the online times tables rock stars APP and complete tasks set by the teacher	JM	All pupils have access to remote maths	All pupils who can access remote learning are using the resources to enhance learning in school	All pupils can now access and timetable in place for Yr3, 4, 5 to access once a week in school as part of basic skills once a week.