

# Catch Up and Tutoring Funding Strategy Statement 2023/24: West Newcastle Academy



1. Summary information					
<b>School</b>	West Newcastle Academy				
<b>Academic Year</b>	2023/24	<b>Total Catch Up and Tutoring budget</b>	£6,000	<b>Date of most recent Catch Up Review</b>	July 2023
<b>Total number of pupils</b>	188	<b>Number of Focus Children</b>	77	<b>Date for next internal review of this strategy</b>	Jan 2024

2.		
	<i>All Pupils (WNA 2022,23)</i>	<i>All Pupils (Newcastle and National Average 2022,23)</i>
% achieving GLD at end of EYFY	55%	63% Newcastle
% achieving Phonics Screening Test	69%	84% Newcastle
% achieving reading at KS1	65%	66% Newcastle
% achieving writing at KS1	65%	57% Newcastle
% achieving maths at KS1	75%	68% Newcastle
% achieving reading at KS2	57%	73% Newcastle
% achieving writing at KS2	71%	72% Newcastle
% achieving maths at KS2	36%	74% Newcastle
% achieving GPS at KS2	54%	60% Newcastle

3. Barriers to future attainment
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )

<b>A.</b>	Poor attendance means there are gaps in curriculum coverage
<b>B.</b>	Small steps of progress for some pupils with low starting points or those who are vulnerable
<b>C.</b>	Transfer from another school or country means there are gaps in curriculum coverage
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Pupils who have gaps due family circumstances – eg illness

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Provide targeted intervention, tutoring, Early Bird Readers and 'Catch Up' with teacher and TA for pupils working just below expected level ('Quick Win' children)	Structured intervention work for pupils who need additional support means that they make rapid progress and quickly meet age related expectations
<b>B.</b>	Provide targeted Thrive, Counselling and other emotional support to ensure readiness for learning for more vulnerable pupils	Emotional intervention work ensures that more vulnerable pupils are able to access learning
<b>C.</b>	Office to liaise with and support families in order to improve attendance	Reduce absenteeism. Attendance to rise from 93% to 96% in line with target
<b>D.</b>	Provide expertise at each phase with a senior leader providing intervention, supporting targeted planning and regular reviews of progress	Senior leader ensures targeted support is driven by next steps and facilitates moderation/ shared understanding of each child

## 5. Planned expenditure

Academic year

2023/24

The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 1.Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Structured intervention (incl tutoring and Early Bird Readers) work for pupils who need additional support means that they make rapid progress and quickly meet/exceed age related expectations	Provide targeted intervention with teacher and TA for all pupils working just below expected level	Intervention, Early Bird Readers and Intervention have been well targeted in 2022/23 and pupils have grown in confidence and are more able to access learning when back in main class. This has resulted in small steps of progress captured on Scholar Pack and in case studies.	Weekly meetings phase meetings Review of half termly assessment data through Pupil Progress Meetings Phone calls with parents to invite to Early Bird Readers or tutoring and review progress and next steps	HT/SLT/Staff	Jan, March, June, June 2024  £3000
B Emotional intervention work ensures that more vulnerable pupils are able to access learning	Provide targeted Thrive, Counselling and other emotional support to ensure readiness for learning for more vulnerable pupils with PP (especially EAL, LAC, more vulnerable) Mental Health Wellbeing Training	This will enable pupils to maximise their learning by being emotionally resilient and confident to seek help. 1:1 sessions in school and with the counsellor have resulted in pupils who have good behaviours for learning and who can understand and regulate their emotions. This emotional support work is noted on IEPs and reviewed with parents and staff.	Referrals to Thrive, Counsellor and other programs Teachers and staff to ensure regular phone calls and review with staff and parents Use of child's voice to review progress	HT/SLT/Staff TAs/Inclusion lead Counsellor	Jan, March, June 2024 £1000  Thrive Costs Mental Well being First Aiders Cost

<p>C Reduce the number of persistent absentees Attendance to rise from 86% to 96% in line with 'other' pupils.</p>	<p>Office to liaise with and support families in order to improve attendance and change attitudes to education This will increase attendance rates for pupils eligible for PP</p>	<p>Attendance rates for pupils eligible has increased by educating parents and supporting their understanding of different cultures. Attendance rates need to continue to rise for all families but especially those with PP.</p>	<p>Daily review of attendance by office staff Daily phone calls, home visits, minibus to collect Weekly review by SBM and HT with individualised strategies</p>	<p>FLW/Teachers /HT</p>	<p>Jan, March, June 2024 £1000</p>
<p>D Provide expertise at each phase with a senior leader providing intervention, supporting targeted planning and regular reviews of progress</p>	<p>Senior leader ensures targeted support is driven by next steps and facilitates moderation/ shared understanding of each child</p>	<p>This structured support will enable small steps of progress to be made and has also enabled parents to support their children at home. Pupil progress meetings take place each half term once data has been reviewed.</p>	<p>Weekly monitoring at Phase meetings and half termly review through Pupil Progress meetings</p>	<p>SLT/staff/HT</p>	<p>Jan, March, June 2024 £1000</p>
<b>Total budgeted cost</b>					<p>£6,000</p>