

Catch Up and Tutoring Funding Strategy Statement 2021/22: West Newcastle Academy



1. Summary information					
School	West Newcastle Academy				
Academic Year	2021/22	Total Catch Up and Tutoring budget	£6,000	Date of most recent Catch Up Review	Sept2021
Total number of pupils	188	Number of Focus Children	77	Date for next internal review of this strategy	Jan 2022

2.		
	All Pupils (WNA Teacher Assessment 2021)	All Pupils (National Average 2018/19)
% achieving GLD at end of EYFY	54%	72% National
% achieving Phonics Screening Test	Not Tested	81% National
% achieving reading at KS1	61%	75% National
% achieving writing at KS1	57%	69% National
% achieving maths at KS1	64%	76% National
% achieving reading at KS2	53%	73% National
% achieving writing at KS2	53%	78% National
% achieving maths at KS2	58%	79% National
% achieving GPS at KS2	Not Tested	78% National

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

Sept 2021, Dec 2021, Feb 2022

B.	Small steps of progress in whole class teaching
C.	Attainment gap due to lack of engagement in distance learning during COVID lockdown March – September 2020, January – March 2021
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Pupils who have gaps due missed opportunities during lock down
E.	Involvement of parents, home learning

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Provide targeted intervention, tutoring, Early Bird Readers and 'Catch Up' with teacher and TA for pupils working just below expected level ('Quick Win' children) this includes PREP, Y1 Outdoor Learning, Clubs KS1	Structured intervention work for pupils who need additional support means that they make rapid progress and quickly meet age related expectations
B.	Provide targeted Thrive 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
C.	Family Support Worker to liaise with and support families in order to improve attendance	Reduce absenteeism. Attendance to rise from 91% to 96% in line with target.
D.	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	2021/22				
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 2020/21 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. Dec 2021 – Data review provides evidence of achievement, discussion with staff suggests children are comfortable and confident in school. Intervention is taking place in all classes by TAs and teachers. Attendance at Early Bird Readers and Tutoring is good. Feb 22 -Tutoring and Early Bird Reading is well attended across school, a next step is to ensure that these sessions are as effective as possible in the time available.	Weekly meetings with SLT to review progress, phase meetings and class planning using all staff Review of half termly assessment data through Pupil Progress Meetings Phone calls with parents to review progress and next steps	HT/SLT/Staff	Jan, March, June 2022 £3000
B Emotional intervention work ensures that more vulnerable pupils are able to access learning	Provide targeted Thrive and other emotional support to ensure readiness for learning for more vulnerable pupils with PP (especially EAL, LAC, more vulnerable)	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 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 2022 £1000

		<p>Dec 21 – Counselling in place, there is a small waiting list for places. Staff/counsellor reviews when pupils complete counselling.</p> <p>Feb 22 – Counselling has now finished for Aut term 22. We have advertised for a new counsellor in school. A next step is to train a member of staff in Thrive or Theraplay – possibly through the staff restructuring for September 2022.</p>			
<p>C Reduce the number of persistent absentees among pupils eligible for PP. Attendance to rise from 86% to 95% in line with 'other' pupils.</p>	<p>Family Link Worker (FLW) 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 for PP has increased by educating parents and supporting their understanding of different cultures.</p> <p>Dec 21 – Attendance rates have fallen by 1%, there will need to be increased focus on this area.</p> <p>Feb 22- Attendance rates have fallen again by 1%, very the end of the Autumn term as covid levels were high. Numbers seem to have declined but there will be increased focus on this area and a move to formal monitoring periods.</p>	<p>Daily monitoring of attendance and half termly review</p> <p>Daily phone calls, review by HT and FLW</p> <p>All staff involved</p>	<p>FLW/Teachers /HT</p>	<p>Jan, March, June 2022</p> <p>£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 has enabled small steps of progress to be made and has also enabled parents to support their children at home.</p> <p>Pupil progress meetings have taken place each half term once data has been reviewed.</p> <p>Feb 22- there has been a whole school review of the curriculum and intervention to support pupils who are not making sufficient progress</p>	<p>Weekly monitoring at SLT meetings and half termly review</p> <p>Progress monitored through assessment data (tracking progress as well as attainment)</p>	<p>SLT/staff/HT</p>	<p>Jan, March, June 2021</p> <p>£1000</p>
Total budgeted cost					£6,000

