

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



1. Summary information					
School	West Newcastle Academy				
Academic Year	2022/23	Total Catch Up and Tutoring budget	£6,000	Date of most recent Catch Up Review	July 2022
Total number of pupils	188	Number of Focus Children	77	Date for next internal review of this strategy	Jan 2023

2.		
	All Pupils (WNA 2021,22)	All Pupils (Newcastle and National Average 2021,22)
% achieving GLD at end of EYFY	48%	72% Newcastle
% achieving Phonics Screening Test	75%	81% Newcastle
% achieving reading at KS1	57%	75% Newcastle
% achieving writing at KS1	54%	69% Newcastle
% achieving maths at KS1	44%	76% Newcastle
% achieving reading at KS2	65%	74% Newcastle
% achieving writing at KS2	70%	70% Newcastle
% achieving maths at KS2	65%	72% Newcastle
% achieving GPS at KS2	61%	60% Newcastle

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

<b>A.</b>	Attendance - attainment gaps due to attendance
<b>B.</b>	Small steps of progress – EYFS, KS1 –R,W,M
<b>C.</b>	Attainment gaps due low starting points
<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 EAL, attendance
<b>E.</b>	Involvement of parents, home learning

<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) this includes, 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>B.</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
<b>C.</b>	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.
<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

2022/23

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 2021/22 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 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, July 2023  £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 2023 £1000

<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>Daily monitoring of attendance and half termly review Daily phone calls, review by HT and FLW All staff involved</p>	<p>FLW/Teachers /HT</p>	<p>Jan, March, June 2023 £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. Pupil progress meetings have taken place each half term once data has been reviewed.</p>	<p>Weekly monitoring at SLT meetings and half termly review Progress monitored through assessment data (tracking progress as well as attainment)</p>	<p>SLT/staff/HT</p>	<p>Jan, March, June 2023 £1000</p>
<b>Total budgeted cost</b>					<p>£6,000</p>

