



## 'Catch up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately £80 per pupil.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a published guide to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The Toolkit provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England's most disadvantaged children.



## Strategy for 2020-21

1. Summary information 'Catch up' Grant					
Academy	Waddington All Saints Academy				
Academic Year	2020-21	Total Catch up budget	£29,840 Allocated £29,777	Number of pupils	373

**Break down of spending:**

**Additional Support: £25,282**

**IT Equipment: £2400**

**Resources: £2095**

### Initial evaluations and assessments of gaps/barriers for groups of pupils

2. Barriers to future good attainment
EYFS cohort has demonstrated a higher level of need in speech and language and social and emotional development.
Phonics catch up for Year 1 Pupils who are struggling to recall/blend phase 3 and 4 sounds and for pupils in Year 2 who have not passed the phonics screening on return to school.
Year 5- Sept NfER assessments identified gaps within English and Maths which are significantly lower than previous cohorts.
Year 6- progress indicator evidences that 10% of children are not on track to make good progress across KS2.
Y2-Y6 NfER reading assessments identified gaps in reading comprehension skills.



3. Planning for Catch up interventions						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
Year Group	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Foundation Stage	Baseline has indicated that $\frac{3}{4}$ of the cohort need further additional support in: <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Emotional Wellbeing</li> <li>• Understanding the need for sharing.</li> <li>• Independence</li> <li>• Making relationships</li> </ul>	Four groups of small group interventions delivered by an LSA afterschool: 2x $\frac{1}{2}$ sessions per week to support emotional needs and building relationships.	EEF promote the development of high quality interactions, through problem solving and questioning. Early reading skills support the development of communication and language (EEF) Learning through play is a high priority in an EYFS setting. Focus on specific books, linked to self-confidence, behaviour and particularly emotions.	By Class teachers and FS Lead.  Pre and post intervention measures in place.	8 x $\frac{1}{2}$ hours sessions with an LSA, for 20 weeks. (4 hours at £15ph) <b>£1200</b>  Resources to support sessions: Specific books <b>£50</b> Early years Problem solving resources <b>£150</b> Additional role play activities to support relationship development. <b>£150</b>	
	Baseline has identified that 9 children need SALT support, this is a significantly higher proportion than previous cohorts.	Three small group Interventions delivered by an LSA at lunchtime: Speech, language and communication interventions 2X $\frac{1}{2}$ per week. Total 1 hour for 3 groups,	Makaton and ELKLAN are high quality interventions that develop a range of communication skills.	SALT assessment  Progress in phonics	6 x $\frac{1}{2}$ hour sessions per week with an LSA, for 24 weeks. (3 hours at £15ph) <b>£1080</b>  Further speech and language resources, so that it is above and beyond what we already use in school. <b>£200</b> <b>Total: £2830</b> Additional Support: <b>£2280</b> Resources: <b>£550</b>	



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<b>Year 1</b>	<b>Phonics/reading</b> Phase 3 blending scores of 0/10  Phonics screening scores of 0/40  WT group 6/48 children  EX group 8/48  EX group 2 4/48  <b>Sound recognition</b> Need to work on recognising phase 2 and phase 3 sounds.  6/48 WT children  9/48 EX children	<b>Phonics</b> 15 mins 4 x week for 22 weeks in small groups (4 children) with an LSA  <b>Total:</b> 1 hour x 22, for 4 groups.	<b>Structured phonics intervention</b> EEF research support a robust and systematic approach to phonics and the impact of this is high.  Invest in a phonics programme which works alongside Letter and sounds to provide Intervention resources, to enhance and embed what has been taught in class and to fill any missing gaps. This resource can also be used at home by parents.	Team leaders Provision maps Pre and post measure	Monster phonics <b>£225</b> Cost of 4 iPads for the ICT based version of the strategy. Approx. 4 x 300 = <b>£1200</b>  $22 \times 4 = 88$ $88 \times £15 = £1,320$  Clicker 8 approx. <b>£250</b>  <b>Precision Teaching</b> $6.25 \times 12 = £75$ $£75 \times £15 = £1,125$  <b>Total: £4120</b> <b>Additional support: £2445</b> <b>Resources: £1675</b>	
	<b>Year 2 Phonics –</b> 11% of children who did not score 30 or above when assessed in Sept <b>Reading</b> 25% of children who scored less than 90 standardised score who should be EXS.	<b>Phonics</b> 15 mins 4 x week for 22 weeks in small groups (4 children) with an LSA  <b>Total:</b> 1 hour x 22, for 2 groups.	<b>Structured phonics intervention</b> EEF Improving literacy in KS1 recommend a systematic approach to phonics. Revisit recognition and blending skills and ensure sessions are highly engaging. <b>Clicker 8</b> Software recommending by EP to enable curriculum content accessible for all with talking Clicker Books, support emergent readers and EAL pupils with Matching Sets,	Class teacher English Lead	Monster phonics <b>£225</b> Cost of 2 iPads for the ICT based version of the strategy. 2 x £300 = <b>£600</b>  $22 \times 2 = 44$ $44 \times £15 = £660$  Clicker 8 approx. <b>£250</b>  At approx. £35 per hour	



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	<p>40% of children who scored less than 110 standardised score who should be GDS.</p> <p><b>Maths</b> 23% of children who scored less than 90 standardised score who should be EXS. 75% of children who scored less than 110 standardised score who should be GDS.</p>	<p>14 x <math>\frac{1}{2}</math> sessions before school, by a LSA for small groups of 4. <b>Total:</b> 7 hours for 4 groups. GD 14 x <math>\frac{1}{2}</math> sessions before/after school, by an LSA for small groups of 4 <b>Total:</b> 7 hours for 2 groups.</p> <p><b>Reasoning</b> EXS 22 x <math>\frac{1}{2}</math> small group sessions, before/after school, by a teacher for small groups of 4. <b>Total:</b> 11 hours for 4 groups GD 22 x <math>\frac{1}{2}</math> small group sessions, before/after school, by a teacher for small groups of 4. <b>Total:</b> 11 hours for 2 groups.</p> <p><b>Calculation</b> 12 x <math>\frac{1}{2}</math> small group sessions, Before/ after school, by a teacher. <b>Total:</b> 6 hours for 3 groups</p>	<p>and use Talk Sets to develop speaking and listening skills.</p> <p><b>Guided skills based reading intervention</b> EEF 'Improving literacy in KS1' recommends developing and monitoring reading comprehension. Comprehension can be improved by teaching pupils' specific strategies to support them with inferencing and self-monitoring their understanding.</p> <p><b>Mathematical Reasoning Intervention</b> EEF research states that pupils who received Mathematical Reasoning made the equivalent of one additional month's progress. This result has high security.</p> <p>Teachers reported positive experiences with the training and materials, and were positive about the programme's focus on fundamental mathematical principles.</p> <p><b>Calculation</b> Over teaching of calculation strategies has been a proven strategy in school to secure these key skill.</p>	<p><b>28 x £15 = £420</b></p> <p>At approx. £15 per hour <b>14 x £15 = £210</b></p> <p><b>Reasoning</b> At approx. £35 per hour x 2 £70 <b>40 x £15 = £600</b></p> <p>Reasoning resources: <b>£100</b></p> <p>At approx. £15 per hour <b>22 x £15 = £330</b></p> <p><b>Calculation</b> £35 per hour x 2 £70 At approx. £15 per hour <b>18 x £15 = £270</b></p> <p><b>Total: £3665</b> <b>Additional support: £2490</b> <b>Resources: £1175</b></p>	
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<b>Year 3</b>	<b>Maths</b> 0/13 greater depth children scored a greater depth score in maths assessment	Third space learning x 1 session per week after school, 20 weeks	Previously intervention which supported pupils to fill gaps in knowledge leading to a positive impact. This is an on-line programme which provides 1:1 support for pupils, for an hour a week.	Class teacher	At approx. £15 per hour $20 \times £15 = £300$	
	<b>SPAG</b> 77% of cohort scored lower on SPaG test than in spring 2019  36% of year 3 children scored less than half on spelling test  <b>Reading</b> 0/15 GD children scored a greater depth score in reading SAT paper.	2 x 15mins per week, small groups with an LSA at lunch, 12 weeks. Total: 6 hours x 4 groups.  2 x 15 mins, small group of 5, with an LSA at lunch for 20 weeks. Total: 10 hours x 2 groups  2 x 30 mins per week, small group of 4, with an LSA, for 10 weeks Total: 5 hours x 4 groups.	Structured intervention revisiting and embedding Y2 and autumn Y3 grammar skills. CGP grammar book Previously used in school and had a positive impact on pupil progress.  Word Blaze – previous intervention used in school which has had a positive impact.  EEF 'Improving literacy in KS2' recommends teaching reading comprehension skills through strategies through modelling and guided practice. <b>Clicker 8</b> Software recommending by EP to enable curriculum content accessible for all with talking Clicker Books, support emergent readers and EAL pupils with Matching Sets, and use Talk Sets to develop speaking and listening skills.	Class teacher  Weekly report of child's progress given.  English Lead Team Leader	Cost of third space learning: approx. <b>£1500</b>  <b>Spelling/Grammar</b> Grammar intervention: $6 \times 4 = 24$ $24 \times £15 = £360$  $16 \times$ grammar books CGP Yr2 £2.25 <b>£36.00</b> Y3 £3.60 <b>£57.60</b>  $20 \times £15$ per hour= <b>£300</b>  <b>Reading</b> $20 \times £15$ per hour= <b>£300</b>  <b>Clicker 8</b> <b>£250</b> Cost of 2 iPads for the ICT based version of the strategy. $2 \times £300 = £600$  <b>Total: £3703.60</b> <b>Additional Support: £2760</b> <b>Resources: £943.60</b>	



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<b>Year 4</b>	<b>Maths</b> 7/15 greater depth children scored a greater depth score in maths assessment. 42% maths scores below expected in test <b>SPAG</b> 62% SPaG scores below expected in test  <b>Reading</b> 65% reading scores below expected in test  3/20 GD children scored GD result	<p>Third space learning x 1 session per week after school, 20 weeks.</p> <p>2 x 15mins per week, small groups with an LSA at lunch, 12 weeks.</p> <p>Total: 6 hours x 4 groups.</p> <p>2 x 30 mins per week, small group of 4, with an LSA, for 10 weeks</p> <p>Total: 5 hours x 4 groups.</p>	<p>Previously intervention which supported pupils to fill gaps in knowledge leading to a positive impact. This is an on-line programme which provides 1:1 support for pupils, for an hour a week.</p> <p>CGP books/Power maths books to support overlearning of key maths skills.</p> <p>Structured intervention revisiting and embedding Y3 and autumn Y4 grammar skills. CGP grammar book</p> <p>Previously used in school and had a positive impact on pupil progress.</p> <p>EEF 'Improving literacy in KS2' recommends teaching reading comprehension skills through strategies through modelling and guided practice.</p>	<p>Weekly report of child's progress given.</p> <p>Pre and post measures.</p> <p>Class teacher</p> <p>Team leader</p>	<p>EXS At approx. £15 per hour <math>20 \times £15 = £300</math></p> <p>GDS At approx. £15 per hour <math>20 \times £15 = £300</math></p> <p>Cost of third space learning: approx. £1500</p> <p><b>Spelling/Grammar</b> Grammar intervention: <math>6 \times 4 = 24</math> <math>24 \times £15 = £360</math></p> <p>16 x grammar books CGP Yr4 £3.60 £57.60</p> <p><b>Reading</b> <math>20 \times £15 \text{ per hour} = £300</math></p> <p><b>Total: £2817.60</b> <b>Additional Support: £2760</b> <b>Resources: £57.60</b></p>	
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<b>Year 5</b>	<b>SPaG</b> 37% SPaG scores below expected in test	2 x 20mins per week, small groups with an LSA before school, 12 weeks. Total: 8 hours x 4 groups.	Structured intervention revisiting and embedding Y4 and autumn Y5 grammar skills. CGP grammar book Previously used in school and had a positive impact on pupil progress.  EEF also support small group work research project as having.  Word Blaze – previous intervention used in school which has had a positive impact.	Teachers to check in weekly.  Team leader meeting each 6 weeks to check progress. Pre and post measures.	32 x £15 per hour. <b>=£480</b>  CGP 10 minute test books £2.25 x 25 <b>£56.25</b>  40 x £15 per hour. <b>=£600</b>	
	<b>Maths</b> EXS 25% maths scores below expected in test. GDS 19% maths scores below expected in test.	4 x 15mins per week, small groups with an LSA, at lunch, 20 weeks. Total: 20 hours, 2 groups.  1:1 tuition, afterschool, blocks of 10.	Intervention arithmetic focus with adult to cover key skills from Y4 and over-learning of new Y5 skills GD intervention (small group with adult) to focus on application of arithmetic through problem solving.		15 pupils x 10 weeks at £35ph. <b>£5250</b>	
	<b>Reading</b> EXS 21% reading scores below expected in test.	3 x 30mins per week, small group work, with an LSA at lunch, 6 weeks Total: 9 hours, 3 groups.	EEF 'Improving literacy in KS2' recommends teaching reading comprehension skills through strategies through modelling and guided practice. Y5 CGP books to support. Fluency and comprehension work with adult in small group. Reading tasks with Y5 CGP books at consolidate at home.		27 hours x £15 <b>£405</b> CGP books £2.50 x 15 <b>£37.50</b>	

**Total: £6828.75**

**Additional Support:  
£6735  
Resources:£93.75**



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<b>Year 6</b>	<b>Maths</b> 96.2% of pupils should achieve EXS in maths but 12 pupils are off-track  Assessments show that 17% of pupils should achieve GD for maths but of these children, 3 are not yet working at EXS.  <b>Reading</b> 10 children are off track to achieve EXS in reading.  21% of children should be on track for GD in reading but 3 children are currently off-track for this  <b>SPAG</b> 4 children are not able to use the strategies for spelling patterns using Y4/5 rules	1:1 tuition, 10 week block to narrow the gap.  3 x 30mins per week, small group work, with an LSA at lunch, 6 weeks Total: 9 hours, 2 groups.  1 hour, small group tuition, after school, 10 weeks, Total 10 hours x 2 groups  1 hours, small group tuition, after school, 10 weeks. Total 10 hours x 1 group  Fluency group- 15 mins, 3 times a week, before school. 45 mins per week x 10 weeks  3x20 mins, small group, with an LSA, 12 weeks. Total: 12 hours x 1 group	Practised based evidence. Overlearning key skills has proven a successful strategies for securing pupil progress.  EEF 'Improving literacy in KS2' recommends teaching reading comprehension skills through strategies through modelling and guided practice.  Practise based evidence: developing fluency focus  Practised based evidence. Wordblaze books to introduce complete patterns, embed through homework.	Weekly feedback from Tutor.  Pre and post measures.  Team leader  Assessment data evaluated every 6 weeks by team leader  Fluency check by CT every 6 weeks.  Spelling assessment score.	$12 \times 10 = 120 \times £35 \text{ per hour} = \boxed{\textbf{£4200}}$  $18 \times £15 \text{ per hour} = \boxed{\textbf{£270}}$  $20 \times £35 \text{ per hour} = \boxed{\textbf{£700}}$  $10 \times £35 \text{ per hour} = \boxed{\textbf{£350}}$  $7.5 \times £15 \text{ per hour} = \boxed{\textbf{£112.50}}$  $12 \times £15 \text{ per hour} = \boxed{\textbf{£180}}$  <b>Total: £5812.50</b> <b>Additional Support= £5812.50</b>
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