

## Catch up funding strategy statement Trafalgar Junior School

1. Summary information				
<b>School</b>	Trafalgar Junior School			
<b>Academic Year</b>	2020/21	<b>Total catch up budget</b>		<b>Total spend on catch up</b>
<b>Total number of pupils</b>	339	£27,120		£27,120

2. Barriers to future attainment		
	Impact of non-schooling over lockdown. Lack of parental knowledge to be able to support their children.	
	Attendance. Periods of isolation leading to absences. Parental anxiety leading to unauthorised absences.	
	Vulnerability	
	Social, emotional and mental health needs including low confidence and self esteem	
	Limited access to technology	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children's progress will not be adversely affected by periods of isolation.	<ul style="list-style-type: none"> <li>Children will access high quality learning during periods of isolation</li> <li>Work will directly link to the curriculum being delivered in the classroom.</li> <li>Children will receive feedback on their work which will support their next steps.</li> </ul>
<b>B.</b>	Attainment in all year groups will be in line with the 2019 summer data in most year groups	<ul style="list-style-type: none"> <li>Gaps in learning will be identified and addressed in the Autumn Term.</li> <li>Whole class programs will be developed and delivered to support key areas such as phonics and times tables.</li> <li>Interventions will be used to support those children who have additional gaps or require more support to close them effectively.</li> <li>All teachers in these year groups will feel confident that they know what the expectations are and that they are therefore able to fully prepare the children to enable them to reach their potential.</li> </ul>
<b>C.</b>	Attainment at the end of KS2 will be in line with national average	<ul style="list-style-type: none"> <li>A baseline assessment will be carried to identify gaps in learning which can be addressed.</li> <li>The curriculum will be tailored to meet the needs of the cohort and maximise progress.</li> </ul>
<b>D.</b>	Children will feel confident, secure and ready to learn.	<ul style="list-style-type: none"> <li>Extra ELSA support sessions planned</li> <li>Mental Wellbeing Teacher given role across the school</li> <li>Mental Health Practitioner will provide support to all year groups</li> </ul>

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Academic year 2020/21			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<b>Teaching and whole school strategies</b>			
Children's reading will be fully supported and in line with expected level for each year group by the end of the year	Phonics check across the whole school. Children identified with major gaps will have extra phonics intervention using RWI in years 3 & 4 and phonics groups run by a qualified teacher in year 5/6	RWI is an evidence based intervention Having a secure foundation in phonics is essential for children to develop as readers.	Regularly reviewed using data to monitor progress
Attainment in year groups and statutory assessment at key stage two will be broadly in line with national average.	Teachers will ensure they have taken account of any gaps in learning and addressed these within their planning. Teachers will be confident about the expectations and will understand the standards the children need to reach. Where needed teachers will be supported by SK, JB and DHT to ensure Quality first teaching is supported to ensure appropriate scaffolding is given, flexible grouping and cognitive strategies used. Feedback is provided to teachers in a timely fashion Targeted children will receive additional catch up support with qualified teacher for reading comprehension, writing and maths linked with regular classwork	All the children will benefit from the additional adult support, All adults will be clear about the expectations and therefore able to drive forward the standards in their own classrooms. Curriculum leader will help to embed new curriculum by supporting subject leaders Teaching across the school is consistent and good in every year group A consistent approach to reading, writing maths is embedded through staff inset, subject reviews and learning walks.	Regular monitoring, learning walks, pupil voice, termly assessments
<b>Total budgeted cost</b>			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<b>Targeted support</b>			
Attainment in all year groups will be as expected from their starting points	All children will access high quality teaching in the classroom. Teachers will plan to cover significant gaps for the whole class. Teachers will also identify areas which need addressing through small group or individual intervention. KC a qualified teacher, will carry out these interventions both in class and out of class as appropriate. KC can also be used to support the rest of the class whilst the teacher or TA carries out interventions.	<i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely</i>	JB will regularly meet with year leaders to discuss attainment and progress and the impact KC is having on this. Next steps will then be agreed.

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	<p>JB and Teachers will monitor the impact of these interventions. Where feasible, same day intervention is carried out. KW will also be providing maths catch up groups for the upper school.</p>	<p><i>to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</i></p> <p><i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback</i></p> <p><i>EEF report June 2020</i></p>	
<p>Children's progress will not be adversely affected by periods of isolation.</p>	<p>New whole school approach to lockdown learning will be implemented using the J2E platform and all vulnerable pupils will be offered and iPad to use in the event of another lockdown. Parents will be trained in the use of J2E where needed. Remote learning will ensure</p>	<p>Rationale – links to government advice that remote learning offer falls in line with face-to-face curriculum</p>	<p>All staff will monitor the engagement with the online learning and will support teachers and TAs to ensure they are confident in how to use effectively</p>
<p><b>Total budgeted cost 2020/21:</b></p>			

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8. Additional detail