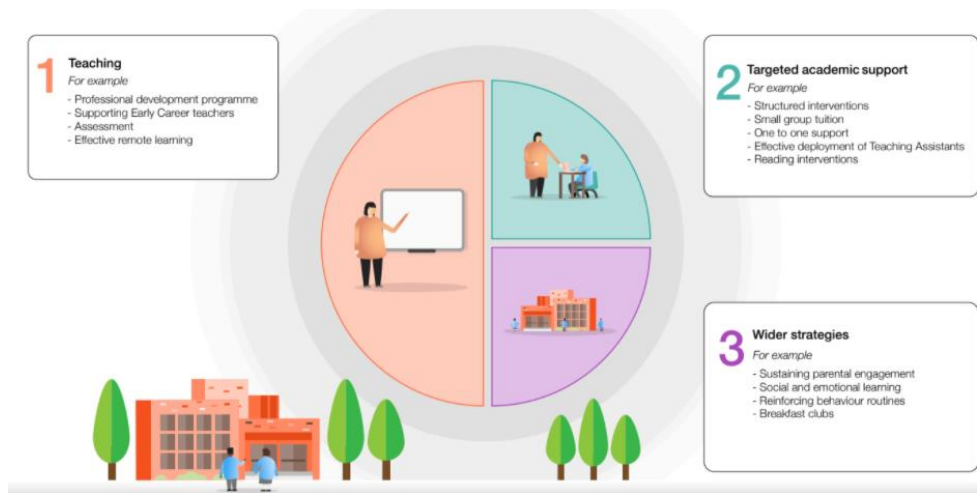


### Curledge Street Academy Catch-up Funding Action Plan 2020/2021

At CSA we have used the EEF's tiered approach to help us focus on a small number of strategies that are likely to make the biggest difference in our school context. This plan runs alongside and, in areas, overlaps strategies stated in our Pupil Premium Plan. The funding will be tracked using a [planned record of spending](#).

Summary Information			
School	Curledge Street Academy	Total no of pupils	417
Academic Year	2020/21	Total Catch up funding	£33,360

Year group	Pupils 2019	Pupils 2020	Total allocation
R	58	60	4720
1	62	58	4800
2	60	61	4840
3	61	59	4800
4	60	60	4800
5	59	57	4680
6	58	60	4720
	<b>418</b>	<b>415</b>	<b>33360</b>



**Support strategies**

1	Teaching	- High-quality teaching for all - Effective diagnostic assessment - Supporting remote learning - Focusing on professional development	8 10 12 14
2	Targeted academic support	- High-quality one to one and small group tuition - Teaching Assistants and targeted support - Academic tutoring - Planning for pupils with Special Educational Needs and Disabilities (SEND)	15 16 17 18
3	Wider strategies	- Supporting pupils' social, emotional and behavioural needs - Planning carefully for adopting a SEL curriculum - Communicating with and supporting parents - Supporting parents with pupils of different ages - Successful implementation in challenging times	19 19 20 21 22

**Teaching & Whole School Strategies**

Context / Aim	Strategy	Action	Cost	Intended Impact
<p><b>NQTs were unable to complete final teaching practice due to Lockdown.</b></p> <p>Offer an enhanced programme of support.</p>	Support Early Career Teachers - NQTS	In class support by phase leaders where appropriate.	Time	Quality first teaching leads to more pupils working at expected standard
		Enrol all NQTs onto the TTSA CPD Courses which are tailoring their provision to the current climate	CPD budget	
		Maintaining the ability to observe sessions in-school.	Releasing using in school adults.	
		Joint NQT time to allow our NQTs to network	Timetabling	
		Early Career Framework - ear mark this resource and time for NQTs		
<p><b>RQTs were unable to complete end of NQT year due to Lockdown.</b></p>	Support Early Career Teachers - RQTs	In class support by phase leaders where appropriate.	Time	RQTs to complete enhanced training to support their teaching and learning.
		Maintaining the ability to observe sessions in-school.	Releasing using in school adults	

<p>Offer enhanced programme of support for second year.</p>		<p>Early Career Framework - earmark this resource for RQTs to utilise within additional release time to address missed support with the NQT programme.</p>	<p>Time given for dedicated study</p>	<p>RQTs to show impact within their teaching and learning through monitoring systems.</p> <p>Quality first teaching leads to more pupils closing their gaps and working at expected standard.</p>
<p><b>Children's learning experiences and engagement varied greatly over lockdown.</b></p> <p>Ensure curriculum gives opportunities to refresh strategies for learning.</p> <p>Ensure the learning environment supports access for all</p>	<p>Support great teaching</p>	<p>Curriculum remodelling - Health &amp; Wellbeing as the big idea running across the school and focus on RHSE units of learning</p>	<p>Time</p>	<p>SMSC audit demonstrates pupils are receiving a wide range of experiences.</p>
		<p>Increased time devoted to team building</p>	<p>Time/timetabling</p>	
		<p>CPD refresher sessions in key areas: Kagan structures, growth mindset and Bloom's.</p>	<p>Time</p>	
		<p>Sharing of quality resources, in a timely manner, to support teaching and learning in a changing climate.</p>	<p>Time</p>	
		<p>Identification of children needing enhanced transition back in to school - allocate support / review strategies</p>	<p>Time / personnel</p>	
<p><b>All children were affected by being out of school. Children missed their end of year assessments in 2019-20 due to lockdown.</b></p> <p>Gain a clear picture of children's attainment levels and gaps to inform effective intervention</p>	<p>Pupil Assessment and feedback</p>	<p>Extended use of the PASS Surveys to assess pupils attitude to school and wellbeing.</p>	<p>Assessment budget</p>	<p>Baseline identified and interventions planned</p>
		<p>Extend the use of our standardised testing to identify pupils gaps in learning through MARK gap analysis software. This will better inform us of particular gaps in knowledge and understanding in core subjects.</p>	<p>Assessment budget MARK - free software</p>	
		<p>Out-of-year-group testing to identify accurate attainment of SEND children in core subjects.</p>	<p>Additional PiRA/Puma SEND cognitive assessment - through SEND budget</p>	

<p><b>Children at home due to isolation need to continue with their learning and for parents to be involved.</b></p> <p>Provide a strong online / remote provision, promoting blended and flipped learning opportunities and greater collaboration with parent</p>	Supporting Remote learning	Purchasing new devices for in-school to support with access to online resources and learning platforms.	Phase specific - see cost tracking	<p>Seamless move to online/ remote learning during occurrences of isolation.</p> <p>Benefits of online learning exploited as part of regular practice</p>
		Physical resources to support remote learning through study guides and school materials	Phase specific - see cost tracking	
		Manage content on Google classroom to reflect in-school provision	Staff meeting time / twilight time (teachers)	
		CPD for all staff to enhance the effectiveness of our online learning platforms.	Twilight sessions (TAs) - autumn term.	
		Use of a blended curriculum that incorporates online sessions into the classroom	Planning support to year teams	

### Targeted Academic Support

Context / Aim	Strategy	Action	Cost	Intended Impact
<p><b>Children's progress has been affected by long periods of time at home during lockdown</b></p> <p>Provide targeted support to address the gaps and catch children up</p>	1:1 and small group tuition outside of normal school hours	Pre school tuition package using in-school adults - reading and maths focus	2 x TAS @ £60 per week=£120 for 6 weeks = £720	Progress towards ARE is accelerated and in some cases children have caught up with the learning they have missed
<p><b>Children's progress in spelling has been affected by long periods of time at home during lockdown</b></p> <p>Provide a systematic approach to the teaching</p>	Spelling programme	Introduce RWi spelling programme for years 2-6	£1010	Writing moderations demonstrate higher standards in spelling

of spelling throughout the school				
<p><b>Children's progress in phonics has been affected by long periods of time at home during lockdown</b></p> <p>Provide targeted support for identified children in year 2 for phonic catch up</p>	Provision outside of normal school hours	Offer early morning phonics for Year 2 in Autumn 2-Group	3x TAs @ £60 per week=£180 per week for 6 weeks=£1080	Progress towards ARE is accelerated and in some cases children have caught up with the learning they have missed
<p><b>Children's progress in speaking and listening, using expressive language and physical development have been affected by long periods of time at home during lockdown</b></p> <p>Provide resources, experiences and activities to develop language skills in Early Years</p>	Enhance provision with a review of Early Years resources and purchase of new resources	<p>Plan and deliver enhanced PD, imaginative play and role play experiences / activities to address gaps in children's learning.</p> <p>Develop the range of reading material available to EY children</p> <p>TA to deliver Talk Boost / NELI programme to identified children in Spring Term</p>	<p>£1500 - resources</p> <p>10 x £16 TA time for NELI training</p>	<p>Observations demonstrate higher standards in key learning area</p> <p>Talk Boost / NELI exit data shows progress from starting points</p>
<p><b>Children's progress in reading / access to high quality texts has been affected by long periods of time at home during lockdown</b></p> <p>Provide high quality reading books to promote engagement, reading for pleasure and develop</p>	Reading resources	<p>Additional RWi reading books</p> <p>High quality texts in classrooms</p> <p>Talk through Stories books and resources</p>	<p>£1098.00</p> <p>£350.00</p> <p>£200.00</p>	<p>Increase in engagement with home reading</p> <p>Increase in literacy skills</p>

literacy skills.				
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Further intervention groups to be planned for and delivered in Spring and Summer terms

Wider Strategies				
Context / Aim	Strategy	Action	Cost	Intended Impact
<p><b>Parents have limited access to school staff at beginning and end of the day due to COVID safe practices and isolating</b></p> <p>Virtual systems of communication to be promoted and utilised so communication</p>	Supporting Parents/carers	Phone calls home/Google meets when pupils self isolating Pastoral support during isolation periods SEN support during isolation periods	Staff time	Pupils have regular contact with school during periods of isolation
		Curriculum sharing meetings offered via Google meet for parents to meet with teachers	Staff Meeting/CPD Time	Parents are informed of curriculum content and have the opportunity to ask questions about it
		Enhanced communication and 1:1 messaging facility between families and the classroom using Seesaw	Staff CPD Seesaw subscription attributed to the assessment budget	Parents feel communication with the class teacher is good and easily accessible
		Trial School Cloud to conduct parent / teacher consultations in the Autumn term.  Possible purchase of School Cloud for ongoing consults	£550	All parents have attended a virtual / telephone consultation about their child's learning
		Finding solutions to maintain and develop parental engagement for example moving Curriculum sharing meetings to virtual sessions that are accessible to our community.	School cloud meeting system	All parents will attend a parents consultation meeting online or telephone

		Wrap around provision offered for key workers (and vulnerable children where required)	Breakfast club / After School Club PP Budget	Wrap around provision running for key workers (and vulnerable children where required)
<p><b>Some families could not access remote education due to a lack of technology</b></p> <p>All children have access to online learning</p>	Access to technology	<p>Issuing new devices for targeted families without access.</p> <p>Investigate the use of 4G Dongles for families without internet access.</p>	IT looking into effective strategies	Families receive a device in a timely manner if required. Increased access to our remote provision.
<p><b>Some parents and children have experienced high levels of anxiety through the pandemic. This is a barrier to learning.</b></p> <p>Parents and children are supported to feel less anxious and more able to learn.</p>	Pastoral / Emotional support	<p>Family pastoral team - accessing a direct line.</p> <p>Nurture provision across the school. Planning supported by the Nurture lead.</p> <p>Involvement with the MHST. Development of the Mental Health Strategy.</p> <p>CPD:</p> <ul style="list-style-type: none"> <li>- expanding your creative therapeutic toolbox x 2 members of staff.</li> <li>- Play Therapy course</li> </ul>	<p>Staff time</p> <p>Nurture lead time</p> <p>HOS and SENCO time</p>	<p>Reduction in exclusions</p> <p>Reduction in part time timetables</p>
<p><b>Due to anxiety / periods of isolation / lockdown attendance has not been a regular pattern. Promoting good habits of coming to school and ensuring attendance is good is a priority.</b></p>	<p>Attendance team focus</p> <p>Engaging curriculum (see previous)</p>	<p>Regular attendance review meetings</p> <p>Absenteeism followed up in a timely manner</p> <p>Support plans in place for children struggling to come to school.</p>	Staff time	<p>Attendance levels are good</p> <p>Levels of persistent absenteeism is &lt;</p>

Attendance levels are good. Parents are happy to send their children to school and children want to come