



Applegarth Primary School- Catch Up Funding Strategy 2020/2021



(£80 per pupil) £21,000

Priority 1	Promote engagement in online learning through enhanced provision for online platforms: Seesaw/Reading Eggs/Reading Express/SPAG.com/SATs Companion/Developing Experts/Purple Mash/EdShed/Pobble (£4,000)		
Outcome	Pupils who are self-isolating will access high-quality curriculum content that is matched to their year group's in school curriculum. They will receive feedback and the level of challenge will meet their needs (including pupils with SEND and EHCPs).	Success Criteria	After wider re-opening in June, 66% of all pupils engaged in remote learning. Less than 50% of disadvantaged pupils did. All pupils must engage in remote learning during class closures.
Milestones	Autumn 2020	Spring 2021	Summer 2021
Actions	A bespoke online curriculum is in place which runs parallel to in-school curriculum planning. http://www.applegarth.n-yorks.sch.uk/our-curriculum/homelearning/	SEN engagement during the 2021 lockdown has been outstanding. The vast majority have been on site (including all EHCP pupils) and those at home have engaged well with the exception of one PP and SEN child.	Homework Policy shared with families and we are in consultation with them to create an effective and manageable homework offer.
Impact	We have had comprehensive engagement during class closures since September. One disadvantaged pupil only partially-engaged and intervention was put in place with the family and followed up with the pupil on returning to school.	Engagement and/or attendance was at around 90% in comparison to 66% last time. We built this up from around 75% at the beginning of the 2021 lockdown. Reading Eggs is used daily for struggling readers across school. Data analysis shows that reading is the curriculum area where standards have been best maintained, or in some cases, improved.	Pobble is being used to moderate writing and collect a bank of high-quality published pupil work. It is also being used across school to provide writing stimulus and exemplary models for pupils to deconstruct. Pupil Premium engagement grew from 33% in the first lockdown to 81% in the second lockdown and future class closures.

Priority 2	<u>1-1 Tuition and Intervention</u> R and Y1 Reading champion £3072 (actual spend) Y2 Reading Champion £3072 (actual spend) Y3 1-1 afternoon intervention £3328 (actual spend) Y6 Third Space and NTS Maths Tuition £500 (actual spend) Overall total: £9972 <i>This is based on a 32-week year (to account for the 6-week lockdown where the additional hours were not carried out)</i>	
Outcome	Struggling readers will catch up and other will make rapid progress towards greater depth.	Success Criteria Increased GLD in Reception (above 72%) Increased PSC score in Y1 (above 85%) Increased PSC score in Y2 recheck (above 95%) All Year 3s meet recheck standard In mathematics, all Y6s in trial group to achieve expected (one at Greater Depth)

Milestones Actions Impact	Autumn 2020 90.2% of Year 1s met the standard of the PSC	Spring 2021 In all but one year group, attainment in reading was either maintained or improved upon from autumn term to spring term. In Year 6, the 3% dip in EXS+ accounts for one pupil (who was back on track by the end of the year). Cohort Reading Attainment Termly Comparison <table border="1" data-bbox="705 925 1736 1181"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">Autumn Term Summative Assessments</th> <th colspan="5">Spring Term Summative Assessments</th> </tr> <tr> <th>No. of chn*</th> <th>WTS %</th> <th>EXS %</th> <th>EXS+ %</th> <th>GDS %</th> <th>No. of chn*</th> <th>WTS</th> <th>EXS</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>41</td> <td>43.9</td> <td>39</td> <td>56.1</td> <td>17.1</td> <td>41</td> <td>43.9</td> <td>39</td> <td>56.1</td> <td>17.1</td> </tr> <tr> <td>Year 3</td> <td>33</td> <td>36.4</td> <td>45.5</td> <td>63.7</td> <td>18.2</td> <td>31</td> <td>35.5</td> <td>45.2</td> <td>64.6</td> <td>19.4</td> </tr> <tr> <td>Year 4</td> <td>40</td> <td>37.8</td> <td>27</td> <td>62.1</td> <td>35.1</td> <td>37</td> <td>25</td> <td>52.8</td> <td>75</td> <td>22.2</td> </tr> <tr> <td>Year 5</td> <td>38</td> <td>26.3</td> <td>55.3</td> <td>73.7</td> <td>18.4</td> <td>38</td> <td>15.8</td> <td>78.9</td> <td>84.2</td> <td>5.3</td> </tr> <tr> <td>Year 6</td> <td>39</td> <td>23.7</td> <td>50</td> <td>76.3</td> <td>26.3</td> <td>39</td> <td>26.3</td> <td>47.4</td> <td>73.7</td> <td>26.3</td> </tr> </tbody> </table> <p>*No. of chn who were tested/data entered</p>		Autumn Term Summative Assessments					Spring Term Summative Assessments					No. of chn*	WTS %	EXS %	EXS+ %	GDS %	No. of chn*	WTS	EXS	EXS+	GDS	Year 2	41	43.9	39	56.1	17.1	41	43.9	39	56.1	17.1	Year 3	33	36.4	45.5	63.7	18.2	31	35.5	45.2	64.6	19.4	Year 4	40	37.8	27	62.1	35.1	37	25	52.8	75	22.2	Year 5	38	26.3	55.3	73.7	18.4	38	15.8	78.9	84.2	5.3	Year 6	39	23.7	50	76.3	26.3	39	26.3	47.4	73.7	26.3	Summer 2021 Increased GLD in Reception (achieved 72%) Increased PSC score in Y1 (achieved 90% last year and are on track to improve further in November 2021) Previous Year 2s and 3s will take the recheck in November too. In mathematics, all Y6s in trial group achieved expected (one at Greater Depth)
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Priority 3	<u>Raise standards in the early years and Key Stage One</u> -Increased teacher-pupil ratio in EYFS and KS1 -NELI intervention in place for pupils with language deprivation -Employment of an additional teacher and creation of an addition single age group class for Year 1 (resulting in single age group Reception classes) £7,000 (contribution towards increased staffing cost)		
Outcome	Key stages will not be mixed within classes which will make keep up and catch up more effective.	Success Criteria	Increased GLD in Reception (above 75%) Increased PSC score in Y1 (above 85%)

Milestones Actions Impact	Autumn 2020 Rigorous daily intervention in place to support bottom 20% of readers in Reception and Year 1. Growth in standards in Literacy in Reception compared with autumn 2 assessments last year. Teachers identified acquisition and application of new vocabulary as a driver for this (a result of the NELI program).	Spring 2021 Reception: There has been a <u>25% increase</u> in pupils on track in phonics at the end of spring 2 compared with the same point last year. Y1 Reading: Cohort English Attainment Termly Comparison <table border="1" data-bbox="949 983 1464 1094"> <thead> <tr> <th colspan="6">Autumn Term Summative Assessments</th> </tr> <tr> <th></th> <th>No. of chn*</th> <th>WTS %</th> <th>EXS %</th> <th>EXS+ %</th> <th>GDS %</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>42</td> <td>33.3</td> <td>40.5</td> <td>66.7</td> <td>26.2</td> </tr> </tbody> </table> <table border="1" data-bbox="956 1115 1464 1243"> <thead> <tr> <th colspan="5">Spring Term Summative Assessments</th> </tr> <tr> <th>No. of chn*</th> <th>WTS</th> <th>EXS</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>29.3</td> <td>46.3</td> <td>70.7</td> <td>24.4</td> </tr> </tbody> </table> Y1 Maths: Those achieving EXS+ increased from 62% to 71% from autumn 2020 to spring 2021 (despite a 6-week lockdown).	Autumn Term Summative Assessments							No. of chn*	WTS %	EXS %	EXS+ %	GDS %	Year 1	42	33.3	40.5	66.7	26.2	Spring Term Summative Assessments					No. of chn*	WTS	EXS	EXS+	GDS	42	29.3	46.3	70.7	24.4	Summer 2021 Reception: 72% achieved GLD (in line with the 2019 national average). This is the first time in the last five years which shows significant improvements despite the last two years of disruption during which Reception were the most affected by class closures.
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