



Crayke Church of England Primary School

Catch Up Premium Funding Allocation Report and Mid Year Review and End of Year Review

INTENT		IMPLEMENTATION		IMPACT
What do we want to do?	For whom?	How are we going to do it?	How much will it cost?	What will improve or change and how will we know?
Rigorously assess core subjects using standardised methods	Y1 – Y6	NFER assessments to be used throughout school Baseline September (Spring previous year) Autumn – November Spring – February Summer - May	£2000 <b style="color: red;">Actual spend to date: TBC All Autumn and Spring resourced for this academic year. All materials for Summer needed. <b style="color: green;">Actual spend to date: £445 – Autumn £465 – Spring £533 – Summer TOTAL: £1443	<ul style="list-style-type: none"> • Progress can be tracked over time • Gaps in knowledge can be identified and acted upon • Tracking system will reflect attainment and progress and high standards will be maintained <hr/> <b style="color: red;">March Review: <ul style="list-style-type: none"> • Autumn assessments went ahead as planned • Spring assessments delayed due to lockdown – will now take place mid March and be used as a baseline for return and prompt for parent consultation discussion as well as comparative to previous assessments undertaken this academic year • Summer assessments planned for May – Y6 will use previous SATs papers • Phonics/KS1 SATs/Y4 MTC to be decided – not statutory and no papers to be issues but may be useful internal data for point of comparison in future <hr/> <b style="color: green;">June Review: <ul style="list-style-type: none"> • Summer assessments taking place w/c 14 and w/c 21 June • Full analysis to be provided to SIC • Y1 phonics; Y2 SATs; Y4 MTC; Y6 SATs to go ahead for internal data • NFER assessments for Y1, Y3, Y4 and Y5 • All assessments to be entered onto Insight for tracking

Develop a high-quality remote learning offer	Whole school	Twinkl accounts for each teacher have been purchased with the highest level of access to ensure swift provision of remote learning resources when needed. This is supported by Oak National Academy (no cost)	<p>£400</p> <p>Actual spend to date: £400</p> <p>Actual spend to date: £400 TOTAL: £400</p>	<ul style="list-style-type: none"> • Provision of effective learning opportunities for children of all ages • Independent activities to allow children to learn without overly relying on parental input • Teacher workload reduced • Parent survey demonstrates satisfaction <hr/> <p>March Review:</p> <ul style="list-style-type: none"> • These resources became very useful during Spring 1 when school closed to the majority of pupils at very short notice. Supplemented by other free resources and materials teachers already had in their suite of teaching tools. <hr/> <p>June Review:</p> <ul style="list-style-type: none"> • Ongoing use of resources to support teaching • Have also proven useful for provision of online homework activities
Strive to ensure oldest children meet their academic potential in core subjects	Y5/6	Small group tutoring – 2 afternoons per week with a qualified teacher Groups rotated so same lessons are not missed with peers. Groups in Year 5 and Year 6 Maths/Reading/SPAG to support those not on track for EXS or GDS	<p>£2600</p> <p>Actual spend to date: £TBC</p> <p>Actual spend to date: £1000 TOTAL: £1000</p>	<ul style="list-style-type: none"> • Focused booster sessions which are targeted to need • Progress will be reviewed in line with assessments to ensure correct focus is maintained <hr/> <p>March Review:</p> <ul style="list-style-type: none"> • MS worked 0.2 during Autumn Term. Was budgeted to continue until SATs. Will resume for entire Summer Term (0.1) due to additional 0.3 teaching commitment in Y3/4 • Extend into Y4 <hr/> <p>June Review:</p> <ul style="list-style-type: none"> • Resumed in summer term for Y5 (0.1)
Support the emotional health and wellbeing of the children who have	Y3/4	Small group booster sessions focussing on resilience, co-operation, listening skills, turn taking and friendship.	<p>£1000</p> <p>Actual spend to date: £0</p>	<ul style="list-style-type: none"> • Children demonstrate higher levels of engagement • Playtime fallouts are reduced • Teaching time can be spent teaching <hr/> <p>March Review:</p> <ul style="list-style-type: none"> • This was put in place as part of Mrs Peacock’s TA hours so was not classed as additional spend

proportionately missed the most learning		<i>NB: this is work in progress due to staffing</i>	<p>Actual spend to date: £2000 TOTAL: £2000</p>	<ul style="list-style-type: none"> Will be further enhanced and developed for children across school in Summer Term possibly using agency staff (SENCO specialist) <hr/> <p>June Review:</p> <ul style="list-style-type: none"> The focus of this changed after lockdown 2. Small group interventions provided for Y1-4 (0.2) by RC to incorporate social skills alongside basic skills Budgeted to end of academic year
Improve letter formation and handwriting of the youngest children	YR – Y3	Purchase of Penpals resources to provide a consistent approach to the teaching of handwriting and letter formation	<p>£1000</p> <p>Actual spend to date: £1000</p> <p>Actual spend to date: £1000 TOTAL: £1000</p>	<ul style="list-style-type: none"> Children will form letters correctly and begin to develop fluency ready for later joining. Handwriting/marking and feedback policy (to be updated) will reflect importance of this <hr/> <p>March Review:</p> <ul style="list-style-type: none"> Scheme in place and formed part of remote learning package as well although needs careful monitoring now we have returned to school <hr/> <p>June Review:</p> <ul style="list-style-type: none"> Ongoing

Total Allocation	£8080 across three funding tranches for academic year 2020/2021
Review of spend as at June 2021	Approx. £6000 spent – leaving just over £2000 to be spent on additional 0.1 TA support for each class each week to work with individuals, groups or cover class to enable class teacher to work with pupils