Two Mile Ash School – Catch Up Funding Strategy Document

At Two Mile Ash School, high standards of achievement, behaviour and respect for each other, underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.

Inspiring Futures Through Learning

The IFtL Ethos and vision

Across IFtL, we are committed to respond effectively and flexibly to the unprecedented pandemic of 2020. Striving for excellence for all, we are resolute in our ambition to overcome the additional barriers presented. We are strong, energetic and unafraid with a united sense of purpose. No barrier or problem will be too great and together we will commit to achieve our priorities for all children and our adults, with no exception. In our Trust, we are never alone. We know we are stronger together – responsible, resilient and innovative, ensuring IFtL is a fulfilling community and is a …. 'A great place to be.'

Strategic Vision: Overall Impact and Outcomes 2021

Our vision will be achieved through the following six key strategic priorities:

- **Priority 1:** Ensuring all pupils make ambitious progress to catch up, close gaps and achieve their potential.
- **Priority 2:** Ensuring a purposeful, inspiring and engaging recovery curriculum enabling children to catch up whilst nurturing their interests and talents.
- **Priority 3** Ensuring the continuous development of excellent provision and practice.
- **Priority 4:** Ensuring talented, unwavering, and pioneering system leadership for us to be leaders in education.
- **Priority 5:** Ensuring that we nurture a safe, secure and engaging environment in which we all thrive.
- **Priority 6:** Ensuring that we grow financial sustainability.

1. Contextual Information

Academic Year	2020-2021		
Number of Pupils on Roll	680	Total Catch up Budget:	£54000

2. Whole school gaps, trends and priority areas

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF (Education Endowment Foundation) advises the following: Teaching and whole school strategies • Supporting great teaching • Pupil assessment and feedback • Transition support Targeted approaches • One to one and small group tuition • Intervention programmes • Extended school time

From on-going assessment of children on return to school and during school closure, specific areas have been identified as school trends in gaps of knowledge.

Within maths, summer term objectives such as fractions and time were identified across school as objectives where depth of understanding was not evident. These have formed the basis of our recovery curriculum. Furthermore, greater depth reasoning across all strands will be a focus within maths lessons. We are using support from the DfE Ready to Progress materials to support teachers in adapting plans.

In writing, it has been identified that an area of focus needs to be within the children's recall and use of discrete grammatical terms in the analysis of writing and understanding the terms. Therefore, a focus on writing lessons and the planning of the pathways will have a key grammar focus, as well as ensuring ambitious vocabulary is used and understood in context.

On return to school, it has been assessed that children's reading fluency has been maintained during school closure which has been a positive outcome. Therefore, within reading sessions, we will continue to focus on the teaching and understanding of individual reading skills and how these build to the overall comprehension of the text that has been read. More so than ever, we will also provide a wide range of text types, as this would not have been so easily accessible to families during home schooling.

3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
	• A 'recovery' curriculum which addresses the needs of every child, including all disadvantaged groups, so that they can access the curriculum at an age appropriate level, including support in addressing and closing gaps from school closure.	• Gaps are swiftly identified and planning is adapted to ensure these are rectified and built upon rapidly. • Curriculum coverage and progress towards end of year objectives is closely monitored throughout the year. • Termly testing, in which gaps will be consistently analysed, will support action planning and curriculum evaluation as the year progresses. • Curriculum monitoring will hold a key focus on how previously untaught objectives are skilfully woven into teaching the required curriculum. • Summer term assessment data and testing outcomes will show children have a good understanding of current years' objectives and have filled any gaps from previous years learning.
	• All children, regardless of backgrounds and starting points, read and comprehend at an age appropriate level.	• Rapid progress is seen in all pupil's reading ages and comprehension abilities. • Teachers are skilled, through a robust CPD schedule, to support early readers and intervene with strategies to support developing readers. • Reading home learning is engaging and purposeful and supports the ongoing assessment of pupils reading and comprehension. • Parents are upskilled in order to support their child with reading at home and there is regular communication between the teacher and parent.

	• Greater Depth and more able children are challenged throughout the whole lesson to ensure they reach their greater depth targets.	• Teachers are aware of the children in their class/ set that are targeted for greater depth and have a knowledge of who are the most able among them. • A bespoke CPD package is delivered throughout the school to equip teachers with the skills and knowledge on how to challenge and provide greater depth opportunities at all points of the lesson. • The pupil support department provide guidance on how to assess and track the most able children. • Teachers have a detailed subject knowledge to ensure they are planning activities for children to experience greater depth within all lessons. • Summer term assessment data will show that all children targeted for greater depth have achieved so. • Greater depth and most bale children are offered opportunities to explore their abilities within other contexts- eg real life experiences, reasoning and problem solving opportunities, external visitors.
	• Children to be able to take ownership and identify strategies to support their wellbeing and emotions. Children will have the confidence to talk to others in order to keep themselves safe.	• Pupils are aware of their personal safety network and know how to access additional support if ever needed. • Pupils are aware of their own early warning signs and what to do if they experience any of these. • Teachers will be able to sign post pupils and families in the direction of support if asked. • Pupils will know how to safely challenge anything they feel is inappropriate and where to go for help.
	• A robust remote learning strategy is in place to ensure all children make progress towards end of year expectations if the need for remote learning arises. Any remote learning strategy will be used to support and enrich the current home learning offer.	• All stakeholders (teachers, pupils, parents) are aware of the remote learning strategy and are able to use the platform well. • CPD is in place for all staff members on how to use 'Teams' for education and remote learning. Using this CPD, teachers are able to equip pupils, and parents, to use the platform. • The use of 'Teams' is built into the curriculum, especially within the computing curriculum, and teachers are skilled at providing feedback through the platform. • SLT will monitor the quality of remote learning to ensure rapid progress will continue to be made.

		• If remote learning is needed, the wellbeing and pastoral care of the children is a priority, alongside the continuation of education.

1. Planned expenditure

Academic year	September 2020 to July 2021

The three headings below enable schools to demonstrate how they are using the catch-up fund to improve quality first teaching including classroom pedagogy, providing targeted support and support whole school strategies.

Tier 1: Raising quality first teaching for all children.
Provide high quality teaching and learning to enable all children to accelerate progress and catch up.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
A 'recovery' curriculum which addresses the needs of every child, including all disadvantaged groups, so that they can access the curriculum at an age appropriate level, including support in addressing and closing gaps from school closure.	• Baseline testing to be conducted throughout the whole school to assess gaps in knowledge • Curriculum leaders to work closely with KS1 curriculum leads to ensure gaps and missed objectives are made aware and planned for. • Every leader and teachers across the school has an appraisal target focusing on the 'recovery' curriculum. • Introduction of 'Fluent in 5' across school to raise fluency proficiency • Trial of maths targets in Year 3, then to be rolled out across whole school, involving parents with how to support their child in maths.	• As a school, we have been using Cornerstones testing for over 5 years and have seen the impacts in identifying gaps and adjusting our curriculum to over some these. • Cornerstones testing gives us the ability to see how all of our children perform against their peers nationally at all assessment points throughout the year. • Having this as an appraisal target for all teachers ensures everyone is	• A focus on core curriculum weekly monitoring time, through planning scrutiny, book looks, learning walks • Pupil progress meetings, at SMT and class teacher level • Data analysis after any assessment- teacher assessment or testing • Formative assessment monitoring at the end of each term • KS2 outcomes in summer term MTC outcomes in Sumer term

	• An online CPD platform is created to hold videos of all training delivered across the year. • Further investment in visualisers to support quality first teaching, modelling and assessment opportunities. • Curriculum Maestro resource has been implemented across the school to support teachers with additional resources and whole school projects.	constantly reflecting on this and having frequent professional dialogue	
All children, regardless of backgrounds and starting points, read and comprehend at an age appropriate level	• CPD for all staff members in relation to the development of early reading (how children learn to read) • English and class based weekly reading skills sessions, addressing each individual reading skill • Baseline testing using the PM Benchmarking system to track reading ages and small steps of progress • Monitoring of the planning, teaching and assessment of reading across the whole curriculum • Reading to be a focus in all subject leader's development plans so that reading is a driver across the whole curriculum. • Investment in new class read books that link to learning journeys. These books have been chosen as they are at a challenging level for the children. • Reading intervention programme developed, using engaging tolls that can be used in school and at home. • Implementation of 'quick reads' to begin reading sessions, as well as word of the week to develop understanding of vocabulary. • Examples of outstanding reading lessons are videoed and added to the online CPD folder.	• Head of English and Head of Core Curriculum are continuing research into the teaching of reading and feeding this research into the ongoing CPD. • PM Benchmarking has been used in TMA for over 5 years and has shown great impact in the tracking and progression of reading- this strategy is now being used across the Trust.	• A focus on core curriculum weekly monitoring time, through planning scrutiny, book looks, learning walks • Pupil progress meetings, at SMT and class teacher level • Data analysis after any assessment- teacher assessment or testing • Formative assessment monitoring at the end of each term • Analysis of reading ages at each termly PM Benchmarking check • KS2 outcomes in summer term

Greater Depth and more able children are challenged throughout the whole lesson	• CPD on differentiation for all and challenge at all levels throughout the whole curriculum. • CPD for staff on how to identify the most able of the GD.	• Research and CPD opportunities are sought and this will be based on the CPD delivered throughout school.	• Data analysis after any assessment- teacher assessment or testing • Formative assessment monitoring at the end of each term Pupil progress meetings, at SMT and class teacher level • Internal assessment and testing data • Planning and book monitoring • KS2 outcomes in summer term
Children to be able to take ownership and identify strategies to support their wellbeing and emotions. Children will have the confidence to talk to others in order to keep themselves safe.	• CPD on Protective behaviours will continue and high quality teaching and learning in this area will be given. • Pupils will be supported in identifying their safety network and how to pull on these people on support if needed. • Weekly safeguarding and protective behaviors briefings will be delivered and recorded to ensure all staff are aware of updates and initiatives. • Frequent assemblies will be held for all children focusing on wellbeing and keeping safe. • Online Safety curriculum for children and parents has been developed and will be taught across the whole school.	• Research from mind.org. uk to reflect on the 5 ways to wellbeing • Well Being lead is involved in network groups and receiving bespoke CPD to support whole school • Head of Personal Development, Behaviour and wellbeing has received CPD and undertaken research in Protective behaviours and has used this to develop whole school strategy	• Pupil, parent and teacher voice • Work, environment, planning and lesson monitoring Recording of assemblies to check for quality assurance
A robust remote learning strategy is in place to ensure all children make progress towards end of year expectations if the	• CPD and working party to develop the use of 'Teams' for remote learning and across the curriculum. • BugClub Spelling and Grammar provided as a supplement for remote learning, providing children with high quality teaching resources as well as immediate feedback.	• Ongoing research and analysis of Government Guidance in creating remote learning strategy. • Use of bubble closure to adapt and update this in	• Monitoring of quality of online learning provided and feedback given my teachers • Parent voice, any further support needed? Planning and lesson monitoring to see the implementation of 'Teams' throughout the curriculum

need for remote learning arises. Any remote learning strategy will be used to support and enrich the current home learning offer.	• MyMaths, provided as a supplement for remote learning, providing children with a high quality teaching resource as well as immediate feedback. • First News Digital provided as a supplement for remote learning, providing children with a high quality teaching resource as well as immediate feedback. • All 3 above resources will also be used within lessons in school as teaching tools. • Further investment in additional headphone sets to support using digital technologies used in school for individuals.	light of the remote learning strategy being implemented. • Mymaths and BugClub were used during the previous national lockdown and parents, children and teachers all commented on the ease and effectiveness of these platforms on providing online based learning.	

	Proposed Cost:	£6500

Tier 2. Targeting support, group and bespoke level, for identified low achieving children and/or those struggling to make accelerated progress including the more-able children.
Provide high quality targeted support to enable all children to perform in line with their peers and make good progress.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
A 'recovery' curriculum which addresses the needs of every child, including all disadvantaged groups, so that they can access the curriculum at an age appropriate level, including	• Times tables intervention within Year 4 for identified children working below age related expectations in preparation for MTC in the Summer term. • After school booster sessions across the whole school to run throughout the year, covering reading, maths and SPaG during the different half terms. • 1:1 or small group English and maths class support across Year 6 weekly. Need identified in team meetings weekly. 2 x staff members available for providing support and interventions.	• First quality teaching is always a priority, however, some identified children require additional support in smaller groups. We ensure, as far as possible, that class teachers plan and deliver the additional interventions as they know their children's gaps and learning styles the best.	• A focus on core curriculum weekly monitoring time, through planning scrutiny, book looks, learning walks • Pupil progress meetings, at SMT and class teacher level • Data analysis after any assessment-teacher assessment or testing • Formative assessment monitoring at the end of each term • KS2 outcomes in summer term • MTC outcomes in Sumer term

support in addressing and closing gaps from school closure.	• Third Space National Tutoring programme weekly maths 1:1 tutoring for 16 identified target children. Autumn and Spring term focused no Year 6 pupils, Summer term focus on Year 5 pupils. • Bespoke interventions for identified children provided by LSA	• Year 6 support teachers are very experienced year 6 teachers, one also being the Head of English to ensure the highest quality of teaching and pedagogy is delivered. • Third Space Tutoring has been selected by the Government as a provider of excellence. We are also receiving the Government grant for 75% for this resource.	• Monitoring of evidence gained during the interventions. Intervention records.
Children assessed as reading below age related expectations, or their target level, are supported to achieve their targeted level.	• Reading booster sessions after school with for pupils identified reading below their age related expectation or target. Booster session is lead by their own English teacher. Autumn term. • Digital Version of 'First News' provided for extra reading support and practice to identified children. • 'Rapid Read' online intervention available for children working below age related reading expectations. • 'Nessy' online reading and spelling programme for identified children.	• First quality teaching is always a priority, however, some identified children require additional support in smaller groups. We ensure, as far as possible, that class teachers plan and deliver the additional interventions as they know their children's gaps and learning styles the best. • Nessy has been used as an additional intervention for the last 2 years at TMA and has shown good progress for the children regularly accessing this online support. • Rapid Read has been used at TMA for over 5 years but this year has been re-introduced as an additional intervention following the research and	• A focus on core curriculum weekly monitoring time, through planning scrutiny, book looks, learning walks • Pupil progress meetings, at SMT and class teacher level • Data analysis after any assessment- teacher assessment or testing • Formative assessment monitoring at the end of each term • KS2 outcomes in summer term • Monitoring of evidence gained during the interventions. Intervention records.

		advice from the Active Learn company.	
Greater Depth and more able children are challenged throughout the whole lesson	• Reading booster sessions after school with for pupils identified reading below their greater depth target. Booster session is lead by their own English teacher. Autumn term. • English 'surgeries' in place in end of autumn and start of Spring term to provide 1:1 or small group feedback and evaluation of own writing, across Year 6.	• Reading Booster sessions have been used by TMA in previous years and have proven to make considerable progress with targeted children. • Teachers leading their own interventions has had a proven impact on rapid progress as the teachers are fully aware of the gaps and targets as needed.	• A focus on core curriculum weekly monitoring time, through planning scrutiny, book looks, learning walks • Pupil progress meetings, at SMT and class teacher level • Data analysis after any assessment-teacher assessment or testing • Formative assessment monitoring at the end of each term • KS2 outcomes in summer term • Monitoring of evidence gained during the interventions. • Intervention records
Children to be able to take ownership and identify strategies to support their wellbeing and emotions. Children will have the confidence to talk to others in order to keep themselves safe.	• 1:1 or small group work with Natalie Phillips (Well Being Coach) • Teachers to support identified children within weekly lessons	• Natalie Phillips has received multiple CPD opportunities to develop a well round and bespoke intervention package that can be adapted to the needs of individuals and groups. She has been working on developing this alongside the Pupil Support Department over the last 2 years to ensure it is of high impact.	• Monitoring of evidence gained during the interventions. • Intervention mapping and impact of interventions • Monitoring of planning delivered in lessons • Evidence gained in books from lesson • Pupil, parent and teacher voice
A robust remote learning strategy is in place to ensure all children make progress towards end of year expectations if the	• Pupils identified as not having IT or internet connection at home have been provided with designated time in school to complete online home learning. • Orders have been placed with DfE for funded computers and IT support for designated pupils.	• DfE supported scheme of providing laptops and devices to vulnerable and disadvantaged families	• Parent voice • Monitoring of completed home learning online- through this do any other parents need support?

need for remote learning arises. Any remote learning strategy will be used to support and enrich the current home learning offer.			

	Proposed Cost	**£45,500**

Tier 3 Wider curriculum and school offer impacting on children's development and learning.

Provide high quality enrichment, SMSC and cultural capital activities to support all children's well-being to promote all areas of development. .

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
A 'recovery' curriculum which addresses the needs of every child, including all disadvantaged groups, so that they can access the curriculum at an age appropriate level, including support in addressing and closing gaps from school closure.	• Half termly homeworks and projects for reading and maths encouraging children to be creative with their learning whilst at home. • Subject celebration days, such as World Book Day, National Science Day, Number day, National Poetry Day to promote a love of learning as well as providing pupils with wider curriculum experiences.	• Since the launch of 'The Big Project' within TMA, half termly homework projects have shown to have had an impact on the enjoyment of reading across the school. • Subject celebration days are well supported from various outside agencies to support teachers in giving different exciting opportunities.	• Pupil and parent voice • Evidence of projects bought in

Children assessed as reading below age related expectations, or their target level, are supported to achieve their targeted level.	• Mobile Library bus to visit and school librarian to accompany selected individuals to choose library books. These pupils will be supported in registering a library card. • TMA school to work towards achieving the 'One Education Reading Award', which will support with directing and signposting a wide range of activities and enrichment opportunities.	• One Education Reading Award have been supported by the DfE advisory team to develop their practice and support. • Connections between TMA and MK Library service have been developed and through this approach, we have helped to support many families in requesting library cards and supporting them with using the service.	• Pupil and parent voice • Follow up questionnaire regarding visits to the library • Completion of targets and achieving the award.
Greater Depth and more able children are challenged throughout the whole lesson	• Hazeley STEAM workshops for identified Year 5 most able mathematicians.		• Pupil and teacher voice. • Monitoring of work produced during these sessions • GD target data
Children to be able to take ownership and identify strategies to support their wellbeing and emotions. Children will have the confidence to talk to others in order to keep themselves safe.	• Weekly after school year group 'bubble' sports club run by the PE team. • Termly year group fitness festivals run by the PE team to continue focus on health and wellbeing, as well as building team work skills. • Small groups of pupils working with Benny Hawes to create and publish varying videos and songs. • Youtube videos created with varying pupils and staff to • NSPCC assemblies • Safeguarding Ambassadors • Anti bullying week	• National awareness days are well supported from various outside agencies to support teachers in giving different exciting opportunities. • Best practice from IFtL network groups has been gained (safeguarding ambassadors) • Feedback from engagement levels and parents has shown that communication through social media platforms is highly effective in supporting parents with wellbeing topics.	• Numbers of children attending the sports groups • Pupil and parent voice • Planning for wellbeing days

	• Wellbeing days at the start of each new term to reconnect with the children after a longer holiday and re-focus on wellbeing for all. • Regular website and social media posts to promote parents in supporting children keeping safe online.		
		Proposed cost	**£3000**