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| The Howard Academy Trust |  | **Deanwood Primary School**  Catch-Up Funding Statement |

This statement details our school’s use of Recovery Premium and School Led Tutoring funding for the 2023 / 24 academic year.

# School overview

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| **Detail** | **Data** |
| School name | Deanwood Primary School |
| Number of pupils in school | 208 (192 excluding Nursery) |
| Date this statement was published | September 2023 |
| Date this statement will be reviewed | September 2024 |

# Funding overview

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| **Detail** | **Amount** |
| School Led tutoring funding allocation this academic year | £5,130 |
| Recovery premium funding allocation this academic year | £2,960 |
| **Total budget for this academic year** | £8,090 |

## Part A: Catch-Up Funding Strategy Plan

# Statement of intent

**What are the key principles of your strategy plan?**

Our key aim is to strive for the best possible outcomes for all of our students and to plug the gaps in learning identified due to the impact of the COVID period. Through the use of Recovery Premium and School Led Tutoring funding, we also aim to help targeted children to become more resilient learners who are keen to come to school regularly and better able to manage their emotions in a way that does not impact upon their educational achievement.

**How does your current Catch-Up Funding Strategy Plan work towards achieving those objectives?**

* The activities outlined in the plan are designed to ensure that targeted children are given the additional support that they need to be able to plug any knowledge gaps identified through data analysis and Pupil Progress Meetings
* By providing emotional support, as well as supporting children to be better able to self-regulate, it is hoped that identified children will feel better able to attend school regularly. This in turn will help them to be able to focus more on their learning and therefore to plug any knowledge gaps that have been identified

Challenges

This details the key challenges to achievement that we have identified among our pupils.

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| **Challenge number** | **Detail of challenge** |
| 1 | **Attendance**  Attendance has been adversely impacted by COVID and, even in the subsequent years, attendance is still lower than it was pre-COVID. We have identified that, post COVID, more students are struggling to come into school due to SEMH needs |
| 2 | **Attainment Gaps**  Attainment at the end of KS2 is below national. Attainment in the Year 1 Phonics Screening Check is below national. We have identified that, due to mental health needs and low attendance, some children have significant gaps in their learning which need to be plugged |
| 3 | **Mental Health**  We have identified that, post COVID, more students are struggling to come into school due to SEMH needs. We have also noticed that, when they are in school, some children are struggling to focus on their learning due to concerns around their emotional wellbeing |

# Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| **Intended outcome** | **Success criteria** |
| 1. For outcomes at the end of KS2 to be in line with national | * Outcomes at the end of KS2 are in line with national |
| 1. For outcomes in the Year 1 Phonics Screening Check to be in line with national | * Outcomes in the Year 1 Phonics Screening Check are in line with national |
| 1. For outcomes in the Year 2 Phonics Screening Re-Check to be in line with national | * Outcomes in the Year 2 Phonics Screening Re-Check are in line with national |
| 1. To improve whole school attendance | * Overall attendance is at least 95% * Persistent absence is below 15% |

# Activity in this academic year

This details how we intend to spend our Recovery Premium and School Led Tutoring funding for **this academic year** to address the challenges listed above.

# Targeted academic support

Budgeted cost: £6,590

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Terms 1 - 5  1:1 / small group tutoring provided by UPS teacher. Focus of:   * Year 6 Maths * Year 6 Writing | When used in conjunction with High Quality Inclusive Teaching, small group tuition has an average impact of four months’ additional progress when delivered by a qualified teacher or trained Teaching Assistants  [Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1 |
| Terms 1 - 5  1:1 / small group tutoring provided by UPS teacher. Focus of:   * Year 2 Phonics * Year 1 Phonics | 2, 3 |
| Term 6  1:1 / small group tutoring provided by UPS teacher. Focus of:   * Year 5 Maths * Year 5 Writing * Year 5 Reading | 1 |

# Wider strategies

Budgeted cost: £1,500

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| ELSA Support to be given across the school to individuals identified as needing extra wellbeing and mental health support. | An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship  <https://www.elsa-support.co.uk/about-elsa-support/> | 4 |

Total budgeted cost: £8,090

## Part B: Review of 2023 / 24 outcomes

# Catch-Up Funding Strategy Outcomes

This details the impact that our Catch-Up Funding Strategy activity had on pupils in the 2023 / 24 academic year.

**Evaluation date –**

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| **Intended outcome** | **Success criteria** | **Evaluation** |
| For outcomes at the end of KS2 to be in line with national | * Outcomes at the end of KS2 are in line with national |  |
| For outcomes in the Year 1 Phonics Screening Check to be in line with national | * Outcomes in the Year 1 Phonics Screening Check are in line with national |  |
| For outcomes in the Year 2 Phonics Screening Re-Check to be in line with national | * Outcomes in the Year 2 Phonics Screening Re-Check are in line with national |  |
| To improve whole school attendance | * Overall attendance is at least 95% * Persistent absence is below 15% |  |