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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 2022 / 23 academic year.

# School overview

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| **Detail**  | **Data**  |
| School name  | Deanwood Primary School |
| Number of pupils in school  | 217 (185 excluding Nursery) |
| Date this statement was published  | September 2022 |
| Date this statement will be reviewed | September 2023 |

# Funding overview

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| **Detail**  | **Amount**  |
| School Led tutoring funding allocation this academic year  | £2,754 |
| Recovery premium funding allocation this academic year  | £4,640 |
| **Total budget for this academic year**  | £7,394 |

## 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
* By having systems and resources in place to help us to be able to identify speech and language needs at the earliest possible opportunity, the school will be better able to provide support to targeted children before significant gaps in their learning start to appear

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 |
| 4 | **Language and Communication**We have identified that, post COVID, more children are starting school with significant speech and language needs. These needs are impacting upon their attainment in school as well as 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**  |
| For outcomes at the end of KS2 to be in line with national | * Outcomes at the end of KS2 are in line with national
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| For outcomes at the end of KS1 to be in line with national | * Outcomes at the end of KS1 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
 |
| To improve whole school attendance | * Overall attendance is at least 95%
* Persistent absence is below 15%
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# 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: £6,444

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Terms 1 - 51:1 / small group tutoring provided by UPS3 teacher. Focus of:* Year 6 Maths
* Year 2 Phonics
* Year 1 Phonics
 | 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) | 2 |
| Term 61:1 / small group tutoring provided by UPS3 teacher. Focus of:* Year 5 Maths
* Year 5 Writing
 | 2 |
| Terms 3 – 6Small group interventions delivered by trained Teaching Assistants. Focus of:* Year 5 Catch-up
* Year 2 Catch-up
 | 2 |
| Purchase of Speech Link to aid the delivery of speech and language interventions for children identified as needing extra support in S&L and communication difficulties. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 4 |

# Wider strategies

Budgeted cost: £950

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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/> | 1, 3 |
| Purchase 2 six-week Mindfulness courses to be delivered to Years 3 and 4 | * Mindful awareness helps children to recognise worry, manage difficulties and cope with exams as well as heling them to appreciate what is going well and to flourish
* Mindfulness trains us to understand and direct our attention with greater awareness and skill. This may improve the capacity of children to concentrate and be less distracted, as well as their working memory and ability to plan
* Mindfulness may help the young to self-regulate more effectively, manage impulsivity and reduce conflict and oppositional behaviour

[Mindfulness in Schools Project](https://mindfulnessinschools.org/mindfulness-in-education/why-do-it/) | 1,3  |

Total budgeted cost: £7,394

## Part B: Review of 2022 / 23 outcomes

# Catch-Up Funding Strategy Outcomes

This details the impact that our Catch-Up Funding Strategy activity had on pupils in the 2022 / 23 academic year.

**Evaluation date – 1st September 2023**

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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
 | * Outcomes were above national in all areas apart from Maths
* Although Maths outcomes were slightly below national, they increased significantly from the 36% achieved in 2021 / 22
* Year 6 Maths needs to be a key focus for School Led Tutoring next year
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| For outcomes at the end of KS1 to be in line with national | * Outcomes at the end of KS1 are in line with national
 | * Outcomes were broadly in line with national in all areas
* Any discrepancies were as a result of a number of children with significant SEND who made progress against their starting points but did not achieve the expected standard
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| 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
 | * Outcomes increased from 37% in 2021 / 22 to 75% in 2022 / 23 (national = 79%)
* Although outcomes were below national, this marks a significant improvement from the outcomes of the previous year
* Year 1 and 2 Phonics needs to be a key focus for School Led Tutoring next year
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| To improve whole school attendance | * Overall attendance is at least 95%
* Persistent absence is below 15%
 | * Overall attendance for 2022 / 23 was 93.98%
* Persistent absence for 2022 / 23 was 21.2%
* Attendance was impacted by a chickenpox outbreak across the school in Terms 2 and 3
* A number of families moved area during last year (with Social Services support) and were unable to attend school for a period of time whilst new schools were sought. This impacted significantly upon persistent absence data
* In the next academic year, the school will continue to work closely with the AAP and external agencies to ensure good attendance from all
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