

Ashley Hill Multi Academy Trust

Catch Up Funding 2020



Date: 1st October 2020

Updated 8th January 2021

Bisham C of E Academy Head of School: Laural Morel

Knowl Hill C of E Academy Head of School : Nichole Bournier

White Waltham C of E Academy Head of School: Matt Thompson

Encourage one another and build each other up

1Thessalonians 5:11

Together we learn, love, achieve and succeed. Within our school family, each individual is encouraged to flourish by discovering and growing their God-given talents to their fullest potential. We believe by *encouraging, inspiring and building each other up, we secure the best outcomes for every member of our community.*

Income

	Numbers Oct 2019	Autumn 2020	Numbers Oct 2020	Spring 2021 Summer 2021	Total
Bisham	80	£1,600	66	£3,680	£5,280
Knowl Hill	158	£3,160	150	£8,840	£12,000
White Waltham	207	£4,140	210	£12,660	£16,800
Total:		£8,900		£25,180	£34,080



Whole Trust & Wider Support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Reading Eggs	Pupils will catch up any gaps in reading with this personalized online reading programme.	Raise their standard in reading to ARE.	£5495	Lindsay Yapp Class teacher	Online - reading programme will allow teachers to personalize learning and track reading progress. In addition, as this programme is accessible from home, children will be able to have accelerated and continuous uninterrupted learning especially in the event of a bubble/year group or school covid-19 closure preventing further loss in learning. This provision has supported pupils isolating during Autumn and is a main reading support during Spring lockdown.
Times tables Rockstars bolt ones	Teachers will be able to track more carefully pupils' engagement, accuracy, area of concern and catch up gaps in learning.	Catch up basic maths building blocks of numbers to enable them to access further math concepts.	£190.81	Michel Cooke Class teacher	Online - bolts on will allow teachers to personalize learning and track progress and provide personalized learning for each pupil especially in the event of a bubble/year group or school covid-19 closure.

Counselling	To support children's well-being by providing counselling for children who have found returning to school after Covid - 19 traumatic,	Children will feel confident about	£4249	HoS Laura Morel Nichole Bournier Matt Thompson	A small group of children have been identified who required specialised support to transition back into school. These children will access a programme of 6-10 sessions of 1:1 support. This intervention has continued during lockdown with a blended provision of some face-to-face or zoom sessions.
Phonic Equipment	Pupils will have continuous access to phonic support to accelerate their acquisition of sounds and reading.	Raise their standard in reading to ARE.	£1,300	Kirsty Dance Class teacher	An interactive phonic resource that will embed the acquisition of phonic sound and blending and accelerate the progress in reading . There was a fault with the devices and we are waiting on receiving our new devices.
Mathematics Resources	To support concrete teaching of mathematics.	Concrete is the "doing" stage. During this stage, students use concrete objects to model problems. The CPA approach brings concepts to life by allowing children to experience and handle physical (concrete) objects. This allows for a deeper understanding of mathematical concepts allowing them to be able to reason and explain their mathematical thinking.	£3961.19	Michel Cooke Subject Leader	To support our "CPA ¹ " approach to teaching we saw a need to supplement our resources so that pupils had a variety of resources to support their mathematics learning.
Specialised teaching	A specialised teacher will have the time to work with individual and small groups	During Autumn term class teachers and support staff worked with pupils and for most	£18884.00	HoS	As teacher's have the best understanding of their pupils gaps and areas needing catch-up this method of targeted intervention should

	of pupils to catch up gaps in learning.	pupils were able to catch up lost learning. However, for some pupils this intervention slightly narrowed the gap but didn't allow for sufficient catch-up. Therefore, for the remainder of the academic year these pupils will have targeted intervention by a qualified teacher.		Class teacher	accelerate gaps in knowledge as a quick fix intervention. Then for those pupils requiring significant catch-up we have provided a further level of intervention to meet their needs. During lockdown these pupils will receive their support via zoom or through face-to-face support.
Total spend:			£34,080		

¹ CPA - The Concrete Pictorial Abstract (CPA) approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics.

Pupils are introduced to a new mathematical concept through the use of **concrete** resources (e.g. fruit, Dienes blocks etc). When they are comfortable solving problems with physical aids, they are given problems with pictures - usually **pictorial representations** of the concrete objects they were using.

Then they are asked to solve problems where they only have the **abstract** i.e. numbers or other symbols. Building these steps across a lesson can help pupils better understand the relationship between numbers and the real world, and therefore helps secure their understanding of the mathematical concept they are learning.