

School information			
School	Veritas Primary Academy		
Academic Year	2020-2021	Catch-Up Funding Received 2020-21	£30,160 (£80 x 377)
Total number of pupils	377 (R-Y6)	% Disadvantaged Pupils	12%

Contextual Information (if any)
Veritas Primary Academy is large (2 form) primary academy in Stafford. There are a high proportion of service children (152, 40%) in attendance as the school is situated close to Beacon Barracks. Due to the number of service children in attendance the school has high mobility and children often enter with gaps in learning due to working in different curriculums abroad or in missing education in the movement between schools. There are currently 377 children on roll from Reception to Year 6 and 404 on roll from Nursery to Year 6. We have 12% pupil premium children.

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Addressing gaps in knowledge and learning in Reading, Writing and Mathematics through high quality first teaching
B.	Addressing gaps in knowledge and learning in Reading, Writing and Mathematics through high quality intervention
C.	Providing appropriate and timely support for the well-being and mental health of pupils

Summary of Expected Outcomes	
A.	Teaching enables pupils to make rapid progress towards their age related expectations. Progress of disadvantaged pupils matches peers. Gaps in learning are diminished through intervention and quality first teaching. Of our 12% (44 children) 75% will meet their attainment target based on their flight path. The remaining 25% will close the gap between their baseline assessment post covid and their pre-covid flight path.
B.	Intervention quickly addresses the gaps in learning due to time missed from school. Most children (80%) will be in line with their previous attainment by the end of the year – eg: ARE at end of year 3, would maintain at least ARE at end of year 4, regardless of possible baseline dips.
C.	Children's well-being and mental health is supported appropriately and pupil are given the tools they need to be successful at school. Children will feel happy at school and settled back in routines.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES								
Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)	Activity Undertaken
High quality teaching	Making it stick training will be delivered throughout the year to teachers and teaching assistants.	All pupils. Baseline data shows that currently across the school 41% of children are below ARE in Reading, 45% below ARE in Writing and 47% below ARE in Maths.	Retrieval practice will support long term learning through developing long term memory and making connections between learning.	DC	This will be monitored through termly lesson observations and discussions with staff. Evidence of Knowledge Organisers being used for retrieval.	£158.25	None	✓
Supporting great teaching	Precision teaching will be used throughout the school and all staff will be trained in the precision teaching approach.	All pupils	Teachers will identify needs quickly and enable an adult to promptly address gaps in learning.	DC/LD	TA's will feedback and share good practice at TA meetings and be able to show the progress of children using probe sheets. Depending on area of precision teaching, comparison will be made with PIRA/PUMA or PM	Free	None	✓
Supporting great teaching	Accelerating reading training will be attended by the Reading Leader.	Pupils who need to make accelerated progress in reading. On baseline data 50% of KS1 children and 41% of KS2 children are below ARE in Reading.	TA's will be able to assess, interpret results and deliver a reading intervention in order to support children in making faster progress towards ARE.	HB	Programme will be introduced and monitored by English Lead. Progress will be measured against PM Benchmark.	Free	None	✗
Pupil Assessment and Feedback	Dyslexia identification portfolio will be purchased and used to assess individuals.	Select pupils who show dyslexic tendencies that come up in Reading diagnostic assessments. On baseline data 50% of KS1 children and 41% of KS2 children are below ARE in Reading. Some of these will be due to special educational needs such as dyslexia and need separate identification for a more specific programme	This will ensure that classroom provision and interventions are tailored to their specific learning need. This ensures that children are having dyslexic friendly support and are identified separately from other low attainers.	LD	Children with dyslexic tendencies will be identified with a report that shares effective strategies for them both at school and at home. These can be implemented and progress can be analysed alongside assessment data.	£70 (Additional licenses x10)	£320 Screener, guidance and initial 10 licenses (1 license needed per child)	✓
Cost - Sub-totals						£228.25	£320	
Total budgeted cost for Strand 1						£548.25		

STRAND 2: TARGETED SUPPORT

Element of Strand <i>(eg, Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)	Activity Undertaken
Targeted support – 1:1 and small group tuition	Currently employed TAs will have additional hours to ensure dedicated time to run interventions or to release teachers in order to allow them to run interventions.	Highlighted groups and individuals from baseline assessments in reading, writing and mathematics throughout the school. Baseline data shows that 41% of children are below ARE in Reading, 45% below ARE in Writing and 47% below ARE in Maths.	Children's gaps in learning are addressed in a timely manner meaning that they meet ARE or they make good or accelerated progress towards ARE.	AD/DC	Lesson observations Intervention records/assessments Maths, reading and writing assessments	£0	£15666	✓
Targeted support – 1:1 and small group tuition	Teacher who is currently employed will have their contract extended. From Spring Term she will be employed 3 days a week in order to deliver high quality teaching / tuition to smaller groups and individuals.	Pupils who have not made initial progress in targeted interventions or classes where children are at risk of remaining below ARE.	Children will have high quality support from a teacher that is targeted specifically to their lessons and learning. Meaning that gaps are filled quickly and they make good or accelerated progress towards ARE.	RT	Progress Data PIRA/PUMA scores PM Benchmark	£1565.80	£7772	✓ <i>Partial due to staff illness</i>
Interventions – KS2 Maths and Reading	Rising Stars Shine targeted intervention programme	All children in KS2 working below or significantly below using diagnostic test results. Based on start of year baseline data 41% of KS2 children are below ARE in Reading and 47% below in Maths. In year 5 the amount of children WTS their year group in reading is 53% and in Maths 51%. In Year 6 below ARE for Reading is 56%	Using PIRA/PUMA test results and the gap analysis TA's will be able to download a specific teaching sequence which can then be delivered for groups or 1:1 lessons.	HB/RP	Each term we will compare children's PIRA/PUMA results and progress towards ARE.	£0	£720	✗
Interventions Maths EYFS & KS1	Purchase of Breaking barriers Numicon	EYFS, KS1, SEND and low attainers	Children will become more secure and confident in their number knowledge. Gaps will be assessed and filled following a thorough initial	RP	Lesson observations Intervention records/ numicon assessments will show progress.	£0	£238	✓ <i>Partial</i>

Interventions – EYFS / KS1 / LKS2 Phonics	Purchase of RWInc One to One Phonics	In addition to those phonics groups the children already take part in, anyone who is not making progress in assessments can then be identified to have 1:1 phonics intervention. EYFS /KS1 / LKS2 & SFND	Children will continue to make progress in RWInc and any gaps in their learning will be addressed – targeted to their specific needs.	HB	Phonics assessment data	£0	£400	✖
Investment in IT solutions - Reading KS1 & 2	Lexia programme licenses increased (by 50) and training.	Targeted low attainers Pupil Premium SEND pupils	Improved attainment and progress in reading which can be accessed at school during interventions and also at home should children be isolating.	HB/LD	Lexia progress indicators Attainment and progress in reading PM Benchmarking RWI assessments	(School already pays for subscription of 100 licenses.)	£1160	✖
Investment in IT resources - Y6 Maths and English	Learning by Questions	All Y6 Baseline data shows 56% below ARE for reading, 43 % below ARE for writing and 56% below ARE for maths	Children can access individualised question sets that are set by the teacher and relate directly to current learning in Reading, Maths, Science.	RB	The teacher can access diagnostic information that shows how many attempts the children took to answer a question and whether they were successful in real time. The teacher can then stop children and gather together to reteach or clear up misunderstandings.	£3000 (Y2 and 3 of lease)	£1500 (Year 1 of lease)	✓
Cost - Sub-totals						£3000	£27456	
Total budgeted cost for Strand 2						£30456		

STRAND 3: WIDER STRATEGIES

Element of Strand (eg, Access to technology)	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)	Activity Undertaken
Maths KS1	Numbots subscription	All KS1. Currently 55% of KS1 children are working below ARE.	Children will develop quick recall of number bond facts and learn through repetition and rote until they can accurately apply to their learning.	RP	Classes will be monitored fortnightly with children displayed on Numbots chart so they can watch their own progress.	£0	£84	✓
Access to technology	10 x Chromebooks and charging station dedicated for interventions.	All web based intervention programmes such as Lexia, Numbots, Learning by Questions	Teachers and support staff will have immediate access to technology needed to implement interventions. Time	RB	TA's will have access to computers to run effective interventions in a timely	£0	£2300	✓

			is not lost waiting for computers to be returned from classes and will not interfere with classroom lessons.		manner. Less time wasted and lost getting ready.			
Supporting parents and carers	Introduction of Commando Joes across the whole school.	A whole school approach to increase resilience, engagement and enjoyment at school.	Children will be able to talk about Co-Jo's lessons in a positive way at home and the skills they are learning such as team work, self-awareness and communication. They will want to be at school and this will support attendance.	KW/TF	Pupil voice Commando Joe's termly character assessments	£1625	£0	✓
Cost - Sub-totals						£1625	£2384	
Total budgeted cost for Strand 3						£4009		

Financial Summary

Cumulative Sub-total for all strands	£7237.25	£30160
Total budgeted cost for all strands	£37397.25	
Carry Forward to 2021-22	£2280	

Impact Statement and Review for 2020-21

The second lockdown in January and subsequent assessments of children showed that attainment had dipped in all areas. Use of specific interventions (precision teaching / Lexia) has enabled those gaps to be closed in the majority of cases. An average of 59% of our school are working at age related expectation in combined reading / writing / maths at the end of Summer 2021. This shows that we have maintained and continued to effectively educate the children over the course of the pandemic as this was 50% in Autumn 2019 before the pandemic hit. At the lowest point in April 2021, this was 45.7%. Our attainment gap compared to Autumn 2019 is + 9%, this also includes some mobility of children in and out. Specific training of staff on remote learning enabled effective teaching of children during lockdown. This meant the vast majority of KS2 families and many in KS1 accessed remote learning, either via paper packs or via the live / recorded sessions, enabling content to be covered effectively during the Jan-March lockdown. Parent voice showed a positive response to the offer we gave. Children have returned to school ready to learn and engaged in the lessons. Timely interventions and targeted GAP filling has helped children make good progress.

Maths Data

Summative Mathematics - % At+												
		No. of Pupil	No. of Matched Pupil	Previous Aut End 2019-2020	Previous Spr End 2019-2020	Previous Sum End 2019-2020	Aut End 2020-2021	Spr End 2020-2021	Sum End 2020-2021	Impact Aut End 2020-2021	Impact Spr End 2020-2021	Impact Sum End 2020-2021
All Year Groups	(+)	313	256	64.8	-	-	59.4	59.0	76.6	-5.5	-5.9	11.7
Boys	(+)	150	122	63.1	-	-	53.3	59.0	74.6	-9.8	-4.1	11.5
Girls	(+)	163	134	66.4	-	-	64.9	59.0	78.4	-1.5	-7.5	11.9
Disadvantaged	(+)	46	39	53.8	-	-	35.9	35.9	59.0	-17.9	-17.9	5.1
Non Disadvantaged	(+)	267	217	66.8	-	-	63.6	63.1	79.7	-3.2	-3.7	12.9
FSM	(+)	43	36	50.0	-	-	36.1	38.9	58.3	-13.9	-11.1	8.3
Non FSM	(+)	270	220	67.3	-	-	63.2	62.3	79.5	-4.1	-5.0	12.3
Pupil Premium	(+)	159	126	66.7	-	-	54.0	54.8	72.2	-12.7	-11.9	5.6
Non Pupil Premium	(+)	154	130	63.1	-	-	64.6	63.1	80.8	1.5	0.0	17.7
SEN	(+)	53	40	42.5	-	-	35.0	37.5	50.0	-7.5	-5.0	7.5
Non SEN	(+)	260	216	69.0	-	-	63.9	63.0	81.5	-5.1	-6.0	12.5
EAL	(+)	24	21	57.1	-	-	71.4	71.4	76.2	14.3	14.3	19.0
Non EAL	(+)	289	235	65.5	-	-	58.3	57.9	76.6	-7.2	-7.7	11.1

Writing Data

Summative Writing - % At+												
		No. of Pupil	No. of Matched Pupil	Previous Aut End 2019-2020	Previous Spr End 2019-2020	Previous Sum End 2019-2020	Aut End 2020-2021	Spr End 2020-2021	Sum End 2020-2021	Impact Aut End 2020-2021	Impact Spr End 2020-2021	Impact Sum End 2020-2021
All Year Groups	(+)	313	256	52.7	-	-	56.3	53.1	62.5	3.5	0.4	9.8
Boys	(+)	150	122	41.0	-	-	47.5	44.3	51.6	6.6	3.3	10.7
Girls	(+)	163	134	63.4	-	-	64.2	61.2	72.4	0.7	-2.2	9.0
Disadvantaged	(+)	46	39	33.3	-	-	35.9	30.8	38.5	2.6	-2.6	5.1
Non Disadvantaged	(+)	267	217	56.2	-	-	59.9	57.1	66.8	3.7	0.9	10.6
FSM	(+)	43	36	33.3	-	-	38.9	30.6	38.9	5.6	-2.8	5.6
Non FSM	(+)	270	220	55.9	-	-	59.1	56.8	66.4	3.2	0.9	10.5
Pupil Premium	(+)	159	126	54.0	-	-	54.8	53.2	61.1	0.8	-0.8	7.1
Non Pupil Premium	(+)	154	130	51.5	-	-	57.7	53.1	63.8	6.2	1.5	12.3
SEN	(+)	53	40	25.0	-	-	22.5	17.5	20.0	-2.5	-7.5	-5.0
Non SEN	(+)	260	216	57.9	-	-	62.5	59.7	70.4	4.6	1.9	12.5
EAL	(+)	24	21	57.1	-	-	66.7	71.4	76.2	9.5	14.3	19.0
Non EAL	(+)	289	235	52.3	-	-	55.3	51.5	61.3	3.0	-0.9	8.9

Reading Data

	Summative Reading - % At+										
	No. of Pupil	No. of Matched Pupil	Previous Aut End 2019-2020	Previous Spr End 2019-2020	Previous Sum End 2019-2020	Aut End 2020-2021	Spr End 2020-2021	Sum End 2020-2021	Impact Aut End 2020-2021	Impact Spr End 2020-2021	Impact Sum End 2020-2021
All Year Groups (+)	313	257	66.9	-	-	61.9	66.1	75.9	-5.1	-0.8	8.9
Boys (+)	150	122	61.5	-	-	53.3	59.0	68.0	-8.2	-2.5	6.6
Girls (+)	163	135	71.9	-	-	69.6	72.6	83.0	-2.2	0.7	11.1
Disadvantaged (+)	46	40	52.5	-	-	42.5	47.5	60.0	-10.0	-5.0	7.5
Non Disadvantaged (+)	267	217	69.6	-	-	65.4	69.6	78.8	-4.1	0.0	9.2
FSM (+)	43	37	48.6	-	-	40.5	45.9	59.5	-8.1	-2.7	10.8
Non FSM (+)	270	220	70.0	-	-	65.5	69.5	78.6	-4.5	-0.5	8.6
Pupil Premium (+)	159	127	67.7	-	-	59.1	64.6	71.7	-8.7	-3.1	3.9
Non Pupil Premium (+)	154	130	66.2	-	-	64.6	67.7	80.0	-1.5	1.5	13.8
SEN (+)	53	41	36.6	-	-	29.3	31.7	36.6	-7.3	-4.9	0.0
Non SEN (+)	260	216	72.7	-	-	68.1	72.7	83.3	-4.6	0.0	10.6
EAL (+)	24	21	57.1	-	-	66.7	76.2	81.0	9.5	19.0	23.8
Non EAL (+)	289	236	67.8	-	-	61.4	65.3	75.4	-6.4	-2.5	7.6

Combined Data (R,W,M)

	Combined Reading, Writing, Maths - % At+										
	No. of Pupil	No. of Matched Pupil	Previous Aut End 2019-2020	Previous Spr End 2019-2020	Previous Sum End 2019-2020	Aut End 2020-2021	Spr End 2020-2021	Sum End 2020-2021	Impact Aut End 2020-2021	Impact Spr End 2020-2021	Impact Sum End 2020-2021
All Year Groups (+)	313	256	50.0	-	-	48.8	45.7	59.0	-1.2	-4.3	9.0
Boys (+)	150	122	41.0	-	-	40.2	37.7	48.4	-0.8	-3.3	7.4
Girls (+)	163	134	58.2	-	-	56.7	53.0	68.7	-1.5	-5.2	10.4
Disadvantaged (+)	46	39	30.8	-	-	28.2	15.4	33.3	-2.6	-15.4	2.6
Non Disadvantaged (+)	267	217	53.5	-	-	52.5	51.2	63.6	-0.9	-2.3	10.1
FSM (+)	43	36	30.6	-	-	30.6	16.7	33.3	0.0	-13.9	2.8
Non FSM (+)	270	220	53.2	-	-	51.8	50.5	63.2	-1.4	-2.7	10.0
Pupil Premium (+)	159	126	52.4	-	-	46.8	42.1	56.3	-5.6	-10.3	4.0
Non Pupil Premium (+)	154	130	47.7	-	-	50.8	49.2	61.5	3.1	1.5	13.8
SEN (+)	53	40	25.0	-	-	20.0	15.0	17.5	-5.0	-10.0	-7.5
Non SEN (+)	260	216	54.6	-	-	54.2	51.4	66.7	-0.5	-3.2	12.0
EAL (+)	24	21	57.1	-	-	61.9	66.7	71.4	4.8	9.5	14.3
Non EAL (+)	289	235	49.4	-	-	47.7	43.8	57.9	-1.7	-5.5	8.5

Additional Information (if any)

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