

The Crossways Schools
Catch-up Funding Statement 2020



The Government announced in June 2020, that they would be providing £1 billion fund for education, known as Catch-Up funding.

To support with ensuring the best use of the funding, Crossways School Leaders have carried out research using the Education Endowment Foundation support guide for schools with evidence-based approaches to support catch up for all pupils.

Catch-Up funding Aims:

At The Crossways Schools, we intend to use the funding to:

- Ensure that any gaps in knowledge as a result of school closures in 2019-20 are eliminated by our catch up strategies;
- Promote and support children’s mental health and well-being, encouraging them to be confident, independent and resilient learners;
- Implement a robust process to identify pupils requiring catch up, using assessment to determine those in need of immediate and subsequent catch-up.

Catch-Up Funding priorities:

PRIORITY	FOCUS	HOW WILL THIS BE MEASURED?	SUCCESS CRITERIA
Priority 1 - Teaching	Prioritising quality first teaching with explicit instruction, scaffolding, flexible grouping, coupled with high quality assessment for learning. This includes: training and CPD for teachers to support deep subject knowledge, and time for high quality planning, including planning for remote learning opportunities.	On-going assessment used throughout the year to support with: <ul style="list-style-type: none"> • identification of children requiring catch up • impact of intervention on outcomes 	Pupil’s show an improvement on their T1 data. Pupils are able to access the curriculum for their year group. Pupils do not have gaps in NC knowledge.
Priority 2 – Targeted academic support	Structured 1:1 or small group support interventions linked to classroom teaching. Explicit links to daily lessons and effective feedback structures in place. Focus on Reading interventions.	On-going assessment used throughout the year to support with: <ul style="list-style-type: none"> • identification of children requiring catch up • impact of intervention on outcomes 	Prioritised pupils have received focused support to bridge/close the gaps. All pupils are able to access learning and teaching across the curriculum.
Priority 3 – Wider strategies	Re-establishing routines and learning behaviours to provide social, emotional and behaviour support.	Attendance exceeds 96% Interventions are in place providing pastoral support Pupil well-being surveys	Pupils feel confident in attending school and strive to do their best. Pupils have good levels of well-being.

MONITORING & IMPLEMENTATION

Priority 1	Quality First Teaching	<ul style="list-style-type: none"> ➤ On-going programme of monitoring across the school ➤ Staff meeting time allocated for training and support ➤ Regular feedback and updates from staff
Priority 2	Targeted academic support	<ul style="list-style-type: none"> ➤ INCO monitoring ➤ Entry and exit data ➤ Release time for English and Maths Lead to monitor
Priority 3	Wider Strategies	<ul style="list-style-type: none"> ➤ Pupil surveys ➤ Parental surveys