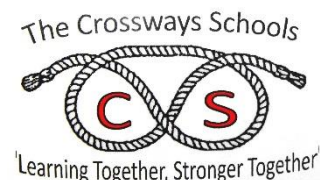


**The Crossways Schools**  
**Catch-up Funding Statement**



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 and 2020-21 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"> <li>• identification of children requiring catch up</li> <li>• impact of intervention on outcomes</li> </ul>	Pupil’s show an improvement on their previous 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"> <li>• identification of children requiring catch up</li> <li>• impact of intervention on outcomes</li> </ul>	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"> <li>➤ On-going programme of monitoring across the school</li> <li>➤ Staff meeting time allocated for training and support</li> <li>➤ Regular feedback and updates from staff</li> </ul>
Priority 2	Targeted academic support	<ul style="list-style-type: none"> <li>➤ INCO monitoring</li> <li>➤ Entry and exit data</li> <li>➤ Release time for English and Maths Lead to monitor</li> </ul>
Priority 3	Wider Strategies	<ul style="list-style-type: none"> <li>➤ Pupil surveys</li> <li>➤ Parental surveys</li> </ul>