

# Whitstone School Catch-Up Plan 2020-21

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### 1. Overview

At Whitstone, we know that our current cohort has been impacted by the 14-week period during 2019-20 where their experience of education differed from the 'norm'.

Our catch-up strategy for this academic year is to ensure all children are ready to learn and able to access our broad and challenging curriculum. In addition, we are aiming to close the gap between disadvantaged and other students. We will do this in two ways: through quality first teaching and through implementation of evidence-driven interventions. By evidence-driven we mean two things: firstly, interventions that have been shown to work; and secondly, using school attainment and progress data to identify particular gaps and needs.

In addition, we believe that socio-economic background should not determine children's academic achievement. This belief is grounded not simply in ideology, but in evidence. We believe that it is possible: that all children can achieve given the appropriate environment and support structures.

### 2. Key contact

The member of staff responsible for coordinating and evaluating this programme is Giles Atkins. Please contact them on [gatkins@educ.somerset.gov.uk](mailto:gatkins@educ.somerset.gov.uk)

### 3. Use of funding

Total students on roll: 550

Total Catch-Up Funding Amount: £40,000

Following the 'Assess, plan, do review' structure, we have identified the following gaps and catch-up needs. We have also planned specific interventions to allow children to make accelerated progress and effectively 'catch up'.

Need Identified	Interventions	Cost	Lead staff	Intended Impact	Evaluation
1. Attendance	a) Enhanced PFSA provision creating the capacity to visit families and provide them with greater support to improve attendance of persistent absentees.	£10,000	GS LF DM	Attendance 95% or above.	Reviewing attendance data.  Impact data from PFSA work.
2. Reading	a) Accelerated Reader implemented for all students.  b) Class readers for Aspire.	£3,500  £1,500	EL  CL	Improved reading scores.  More students enjoy reading.  Increase in library use	Re-test reading scores regularly.  Survey student attitudes to reading.  Library data.
3. Alternative provision	a) Provision on site focused on Year 7 and 8 to compensate for limited Year 6 transition work and incomplete Year 7.	£5,000	BH GA	Improved ATL and Progress scores for identified cohort	Termly progress review cycle..
4. Targeted literacy catch up	a) Engage tutors to work intensively with identified students.  b) Baseline tests with question level diagnostic feedback to identify gaps in year 7.	£20,000  £1500	GS GA DM RC AH	Improved progress in Maths and English.	Review of assessment data.