



# Strategy for 2020-21

## 1. Summary information 'Catch up' Grant

Academy	Rainbow Forge Primary Academy				
Academic Year	2020-21	Total Catch up budget	£23680	Number of pupils	296

### Initial evaluations and assessments of gaps/barriers for groups of pupils

## 2. Barriers to future good attainment

### Baseline assessments have identified:

Children who are off track to achieve their predicted standardised scores

gaps in phonic knowledge at Y1, 2 & 3 have been identified

gaps in Spelling and grammar knowledge

gaps in learning in Maths

## 3. Planning for Catch up interventions

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
Year Group	Identified evaluation or assessment as a baseline	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.	Briefly evaluate impact of intervention against the identified outcomes.



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<b>Year 6</b>	<p><b>Reading</b> 19/ 54 35% of the group have fallen behind in Reading comprehension and tests show that they are working below ARE where they would have been at the EXS at the end of Year 5.</p>	<p>30 minute weekly guided reading comprehension group  Accelerated reader</p>	<p>The EEF has found that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	Headteacher	<p>Teacher: £25 hour 20 x£25=£500  App teacher: £15 hour 20 x £15 = £3000  TOTAL: £480</p>	
	<p><b>Maths</b> 15/54 28% of the group have fallen behind in Maths and tests show that they are working below ARE where they would have been at the EXS at the end of Year 5.</p>	<p>cycle of 30 minute sessions Pre teaching session; Re teach sessions; assessment</p>	<p>The EEF has found that addressing misconceptions, using tasks to build conceptual knowledge in tandem with procedural knowledge and using manipulatives to help build knowledge will improve mathematical understanding.</p>	Headteacher	<p>Teacher: £25 hour 20 x£25=500  App teacher: £15 hour 12 x £15 = £180  TOTAL: £480</p>	
	<p><b>GPVS</b> 12/ 54 22% of the group have fallen behind in GPVS and tests show that they are working below ARE where they would have been at the EXS at the end of Year 5.</p>	<p>30 minute Active English catch up sessions</p>	<p>The EEF say there is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions</p>	Headteacher	<p>Teacher: £25 hour 20 x£25=£500  App teacher: £15 hour 12 x £15 = £180  TOTAL: £480</p>	



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	<b>Writing (Spring):</b>	Writing consultation workshop	The EEF has found that urpose and audience are central to effective writing. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.	Headteacher	2 groups of writing consultation 1 hour x 8 = £400  GRAND TOTAL: £2560	
<b>Year 5</b>	<b>Reading</b> 10/ 49 20% of the group have fallen behind in Reading comprehension and tests show that they are working below ARE where they would have been at the EXS at the end of Year 4.	Accelerated reader  Lexia	The EEF has found that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Phase Leader	Accelerated reader with TA 2x 30 mins x 24= £336  Lexia with TA 30 mins x 24 = £168  TOTAL: £504	
	<b>Maths</b> 14/49 29% of the group have fallen behind in Maths and tests show that they are working below ARE where they would have been at the EXS at the end of Year 4.	cycle of 30 minute sessions Pre teaching session; Re teach sessions; assessment	The EEF has found that addressing misconceptions, using tasks to build conceptual knowledge in tandem with procedural knowledge and using manipulatives to help build knowledge will improve mathematical understanding.	Phase Leader	2 groups 30 mins catch up session with CT 30 x 12 x2 = £600	
	<b>GPVS</b> 10/ 49 20% of the group have fallen behind in GPVS and tests show that they are working below ARE where they would have been at the EXS at the end of Year 4.	30 minute Active English catch up sessions  Spelling Shed	The EEF say there is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and	Phase Leader	2 groups of Active English 30 mins with CT x 12 = £300  Spelling Shed with TA 30 mins x 24 = £168	



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			difficulties to match pupils to appropriate interventions		TOTAL: 468	
	<b>Writing (Spring):</b>	Writing consultation workshop	The EEF has found that urpose and audience are central to effective writing. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.	Phase Leader	2 groups of writing consultation 1 hour x 8 = £400  GRAND TOTAL: £1972	
<b>Year 4</b>	<b>Reading</b> 12/ 40 30% of the group have fallen behind in Reading comprehension and tests show that they are working below ARE where they would have been at the EXS at the end of Year 3.	30 minute weekly guided reading comprehension group  Accelerated reader	The EEF has found that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Phase Leader	2 groups Comprehension with CT 30 mins x 12 = £300  AR with TA 2x 30 mins x 24 = £336  TOTAL: £636	
	<b>Maths</b> 10/40 20% of the group have fallen behind in Maths and tests show that they are working below ARE where they would have been at the EXS at the end of Year 3.	cycle of 30 minute sessions Pre teaching session; Re teach sessions; assessment	The EEF has found that addressing misconceptions, using tasks to build conceptual knowledge in tandem with procedural knowledge and using manipulatives to help build knowledge will improve mathematical understanding.	Phase Leader	2 groups catch up with CT 30 mins x 12 = £300	



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	<p><b>GPVS</b> 10/ 40 20% of the group have fallen behind in GPVS and tests show that they are working below ARE where they would have been at the EXS at the end of Year 3.</p>	30 minute Active English catch up sessions	The EEF say there is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions	Phase Leader	2 groups of Active English with CT 30 mins x 12 = £300	
	<p><b>Writing (Spring):</b></p>	Writing consultation workshop	The EEF has found that urpose and audience are central to effective writing. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.	Phase Leader	2 groups of writing consultation 1 hour x 8 = £400  GRAND TOTAL: £1636	
<b>Year 3</b>	<p><b>Reading</b> 8/46 17% of the group have fallen behind in Reading comprehension and tests show that they are working below ARE where they would have been at the EXS at the end of Year 2.</p>	30 minute weekly guided reading comprehension group  Accelerated reader	The EEF has found that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Phase Leader	Accelerated reader with TA 30 mins x 24= £168  2 groups Reading comprehension with CT 30 mins x 24 = £600  TOTAL: £768	



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	<p><b>Maths</b> 7/46 15% of the group have fallen behind in Maths and tests show that they are working below ARE where they would have been at the EXS at the end of Year 2.</p>	<p>cycle of 30 minute sessions Pre teaching session; Re teach sessions; assessment</p>	<p>The EEF has found that addressing misconceptions, using tasks to build conceptual knowledge in tandem with procedural knowledge and using manipulatives to help build knowledge will improve mathematical understanding.</p>	<p>Phase Leader</p>	<p>2 groups 30 mins catch up session with CT x 16 = £400</p>	
	<p><b>GPVS</b> 10/46 22% of the group have fallen behind in GPVS and tests show that they are working below ARE where they would have been at the EXS at the end of Year 2.</p>	<p>30 minute Active English catch up sessions</p>	<p>The EEF say there is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions</p>	<p>Phase Leader</p>	<p>2 groups Active English with CT 30 mins x24 = £600</p>	
	<p><b>Phonics</b> 4/46 9% of the group need to resit the phonics screen at the end of the Autumn term</p>	<p>3 minute phonic catch up sessions</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<p>Phase Leader</p>	<p>2x 30 mins with CT x 10 = £250</p>	
	<p><b>Writing (Spring):</b></p>	<p>Writing consultation workshop</p>	<p>The EEF has found that urpose and audience are central to effective writing. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p>	<p>Phase Leader</p>	<p>2 groups of writing consultation 1 hour x 8 = £400  GRAND TOTAL: £2418</p>	



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Year 2	<p><b>Reading</b> 8/41 17% of the group have fallen behind in Reading comprehension and tests show that they are working below ARE where they would have been at the EXS at the end of Year 1.</p>	<p>30 minute weekly guided reading comprehension group</p> <p>Accelerated reader</p>	<p>The EEF has found that on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills.</p>	Phase Leader	<p>Accelerated reader 3 x 30 mins For 10 weeks</p> <p>£210</p>	
	<p><b>Maths</b> 10/41 24% of the group have fallen behind in Maths and tests show that they are working below ARE where they would have been at the EXS at the end of Year 1.</p>	<p>cycle of 30 minute sessions Pre teaching session; Re teach sessions; assessment</p>	<p>The EEF has found that addressing misconceptions, using tasks to build conceptual knowledge in tandem with procedural knowledge and using manipulatives to help build knowledge will improve mathematical understanding.</p>	Phase Leader	<p>Onebillion app 4-6 for 20 ipads £220</p> <p>5 ipads £2220</p> <p>2x 30 mins for 10 weeks with TA = £140</p> <p>2 groups of 30 mins catch up x 12 = £300</p> <p>TOTAL: £2880</p>	
	<p><b>GPVS</b> 10/41 24% of the group have fallen behind in GPVS and tests show that they are working below ARE where they would have been at the EXS at the end of Year 1.</p>	<p>Active English catch up session</p>	<p>The EEF say there is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions</p>	Phase Leader	<p>2 groups 30 minute Active English session with a teacher after school for 10 weeks</p> <p>£125 x2 = £250</p>	



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	<p><b>Phonics</b> 12/41 29% of the group have not achieved 32+ on a baseline phonics screen</p>	Phonics app & Phonics catch up groups teaching	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	Phase Leader	<p>Reading eggs app for 10 ipads £150</p> <p>3 groups of 30 mins phonics with CT x 10 = £375</p>	
	<p><b>Writing (Spring):</b></p>	Writing consultation workshop	The EEF has found that urpose and audience are central to effective writing. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.	Phase Leader	<p>2 groups of writing consultation 1 hour x 6 = £300</p> <p>GRAND TOTAL: £4165</p>	
<b>Year 1</b>	<p><b>Reading</b> 8/46 17% of the group have fallen behind in Reading and benchmarking shows that they are working below ARE where they would have been at the EXS at the end of FS2.</p>	Reading Eggs App 30 mins twice a week after school.	The EEF has found that on average, reading comprehension approaches deliver an additional six months' progress. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills.	Phase Leader	<p>Reading eggs app for 10 ipads £150</p> <p>2x 30 mins for 10 weeks with TA = £140</p> <p>TOTAL: £290</p>	
	<p><b>Maths</b> 7/46 15% of the group have fallen behind in Maths and baseline assessments show that they are working below ARE where they would have been at the EXS at the end of FS2.</p>	OneBillion app 30 mins four times a week	The EEF funded this trial of onebillion because the intervention had an existing promising evidence base from a previous trial in twelve schools in Nottingham. In this trial, pupils who received onebillion made an additional three months' progress, on average, compared to the control group	Phase Leader	<p>Onebillion app 3-5 for 20 ipads £220</p> <p>5 ipads £2220</p> <p>2x 30 mins for 10 weeks with TA = £140</p> <p>TOTAL: £2580</p>	



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	<b>Phonics</b>	Reading Eggs App 30 mins twice a week after school.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	Phase Leader	2x 30 mins for 10 weeks with TA = £140  3 groups of 30 mins phonics with TA x 10 = £210	
	<b>Writing (Spring):</b>	Writing consultation workshop	The EEF has found that purpose and audience are central to effective writing. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.	Phase Leader	2 groups of writing consultation 1 hour x 6 = £300  GRAND TOTAL: £3520	
<b>FS2</b>	<b>CLL</b>	Nuffield Early Language Intervention	The EEF has funded two randomised controlled trials, which both found secure evidence of positive effects on pupils' language skills. The most recent trial of the programme found that children made on average +3 months of additional progress in oral language compared to children in the comparison group.	Phase Leader	NELI kit £375 Training x2 TAs - £390  3 x 30 minutes & 5 x 15 minutes = 3 hours each week for 20 weeks = 60 hours x 2 TAs = 120 hours x 14 = £1680  TOTAL: £2445	
	<b>Phonics</b>	Reading Eggs App 30 mins twice a week after school.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	Phase Leader	2x 30 mins for 10 weeks with TA = £140	



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	<b>Maths</b>	OneBillion app 30 mins four times a week	Digital technology approaches employ computer or digital technologies to support children's development and learning within early years settings. This includes approaches where: children use technology independently, either as part of their planned experiences or as part of teaching activities such as instructional game.	Phase Leader	Onebillion app 3-5 for 20 ipads £220  2x 30 mins for 10 weeks with TA = £140  TOTAL: £360 GRAND TOTAL:	
<b>GRAND TOTAL: £19216</b>  £4464 – to use towards NTP more details to come in Autumn 2						