Catch Up Spending

2020-2021

School Name	HT Name	Total amount allocated to school
Benedict Biscop CE Academy	Sarah Armstrong	£17, 680

Amount	Action	Rationale	Intended Impact	How the effect of this expenditure on the educational attainment of pupils will be assessed
£4761	Targeted support through 1-1 Mathematics intervention	Return to school assessments clearly indicate that an increased proportion of pupils are off track to meet end of year targets in Mathematics. 1-1 intervention provided 2 times a week to pupils furthest off track. Personalised programmes, based on assessed needs. Support reviewed following end of term assessments.	Accelerated progress towards end of year targets in Mathematics for pupils identified.	Monitoring through standardised assessments at the end of each term. Changes to pupils receiving intervention to be reviewed following each assessment point.
	Targeted support through small group Reading intervention [including use/access of Lexia]	Return to school assessments indicate an increased proportion of pupils on entry year group with standardised score below 100 and blow age related reading ages. Majority of pupils are meeting age related expectations in Phonics.	Increase in proportion of pupils achieving Standardised score above 100 and a reading age above chronological age.	Self-adjusting blended learning intervention programme, based on pupil responses providing diagnostic and real-time progress monitoring data. Star Reader and Accelerated Reader quiz and test scores [standardised scores and reading ages].

	Additional after school small group Maths intervention [including use/access of TT Rock Stars]	Return to school assessments clearly indicate that an increased proportion of pupils are off track to meet end of year targets in Mathematics [Mental arithmetic and calculation identified as area of development]. Weekly multiplication check results [TT Rock Stars Sound Check] indicate a significant gap in fluent times tables recall across KS1 and KS2.	Accelerated progress towards end of year targets in Mathematics.	Monitoring through standardised assessments at the end of each term. Weekly monitoring of TT Rock Stars Sound Check data.
£7717	Increased access to technology in KS1	Approximate 1 device [Ipad] to every 4 pupils within KS1. Devices Ipad 2 [2012] – older specification. Increase blended learning expectations following lockdown.	Increase in Reading, Mathematics and GPS attainment in end of term standardised assessments. Progress in writing teacher assessment judgements based on increase in age related expectations/criteria [specifically spelling criteria achieved].	IT applications used within interventions [Lexia, TT Rock Stars, Spelling Shed] assessed through end of term assessments and based on pupil diagnostic and real-time progress monitoring data provided by applications.
£5202	Targeted support through small group Handwriting and Spelling intervention.	Return to school assessments clearly indicate that an increased proportion of pupils working at the Emerging standard of end of year age related expectations. Analysis indicate that areas of development are Handwriting and Spelling [based on criteria not met].	Progress in writing teacher assessment judgements based on age related expectations/criteria [spelling specific criteria].	End of term writing teacher assessments [pupil assessment trackers].
	Targeted support through 1-1 Reading intervention	Return to school assessments indicate an increased proportion of pupils on entry year group with standardised score below 100 and blow age related reading ages. Majority of pupils are meeting age related expectations in Phonics.	Increase in proportion of pupils achieving Standardised score above 100 and a reading age above chronological age.	Star Reader and Accelerated Reader quiz and test scores [standardised scores and reading ages].

Signed: Sarah Armstrong (Headteacher)   Overview Shared LGB 19th November