

Appendix 3:

Catch Up Strategy Statement

Catch Up Strategy Statement

Summary information

School	St Mary's CE Primary		
Academic Year	2020	Total number of pupils on roll	310
Date of Strategy	1 st September 2020-July 2021	Total Catch Up budget	£24,800

School Characteristics

	Number of Pupils identified for Catch up Targeted Support	Number of pupils eligible for PP and Catch Up Targeted Support		Number of Pupils identified for Catch up Targeted Support	Number of pupils eligible for PP and Catch Up Targeted Support
Y1	14	5	Y4	18	9
Y2	15	4	Y5	21	12
Y3	17	9	Y6	13	8

In-school barriers to be addressed by Catch Up Funding (Tier 1 and 2)

A.	<i>Tier 1:</i> Quality First Teaching needs to be embedded across all subjects/year groups to ensure good or better progress for all pupils
B.	<p><i>Tier 2:</i></p> <p>Significant numbers of children in year groups 2,3,4,5,& 6 are below ARE in English and Maths: Pupils at ARE or above September baseline data (PIRA/PUMA)</p> <p>Year 2 Maths 46.36% Reading 46.35% Year 3 Maths 40.9% Reading 54.5% Year 4 Maths 47.72% Reading 47.73% Year 5 Maths 46.30% Reading 48.15% Year 6 Maths 53.66% Reading 65.86%</p> <p>Year 2 phonics score well below national outcomes.</p>

	Year 2 phonics scores 32+ = 34% Year 1 phonics scores 19+ 30%
C.	<i>Tier 2:</i> Speech, Language and Communication skills are low on entry and these impact upon all areas of learning. Significant number of EYFS pupils did not attend preschool/nursery settings during lockdown which has impacted on their speech, language and communication skills development.
D.	<i>Tier 2:</i> Majority of SEND pupils have made no progress during lockdown
External barriers to be addressed by Catch Up Funding (Tier 3)	
E.	<i>Tier 3:</i> 33% of our families have no or little access to devices to support remote learning in cases of self-isolation, bubbles closure or local lockdown.

Planned actions and expenditure				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
Tier 1: Teaching and Whole School Strategies: To increase the effectiveness of teaching through the provision of quality CPD. (Addressing barriers <i>A and B</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Liz Mynott QFT training	EH	Learning walks Planning	Good and better teaching is characterised by the effective, consistent use of Rosenshine Principles regarding: <ul style="list-style-type: none"> • modelling of concepts • Chunking • Questioning • Scaffolding 	£3000

			Children to make good progress or better progress to close gaps to ARE or better	
Tom Sheringham -Workbook	EH	CPD focused on Rosenshine Principles Learning Walks Staff Meetings/CPD	Good and better teaching is characterised by the effective, consistent use of Rosenshine Principles regarding: <ul style="list-style-type: none"> • modelling of concepts • Chunking • Questioning • Scaffolding Children to make good progress or better progress to close gaps to ARE or better	£90
			Total budgeted cost	
Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. (Addressing Barriers <i>C and D</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
1:1 Tutoring-In school	EB	Pupil data PIRA/PUMA scores Pupil work	Children accessing the intervention will make good or better progress and close gap to ARE	£6000

National Tutoring scheme	EH	Pupil data PIRA/PUMA scores Pupils work	Children accessing the intervention will make good or better progress to close gap to ARE or better	£3075
Fixed term TA 32 weeks 15 hours a week contract to cover Nuffield Early Language, Catch up Numeracy and interventions.	SR	Pupil data- PIRA/PUMA scores Intervention data	Children accessing the interventions will make good or better progress to close gap to ARE or better	£6642
Catch Up Numeracy	DL	Intervention data Puma scores	Children accessing the intervention will make good or better progress to close gap to ARE or better	£2000- CPD and supply cover
Shine	CT	Interventions	Staff utilising PIRA/PUMA data to identify SHINE interventions Children accessing the intervention will make good or better progress and close gap to ARE	£800
Nuffield Early Language Intervention	SR	Speech and language data	Pupils will develop their speech and conversation skills so that all children are at expected levels when they leave KS1.	TA cover
SEND Gateway passport CPD	MB		SENDCO to be able to support staff with up to date SEND interventions and SEND information	£200

			Training/information shared with staff - half termly SEND staff meetings	
			SEND pupils make good progress from starting points (Hodder scores)	
			Total budgeted cost	£18717
Tier 3: Wider Strategies (Addressing Barriers <i>E and F</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Devices – Chrome books	EH	Remote learning timetables Remote learning work	Children able to access remote learning from home	£3000
			Total budgeted cost	£3000
			Overall Cost	£24807

Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

e.g. This statement has been produced following the Trust guidance which, in turn, has been informed by:

- DfE guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- EEF: *Covid-19 Support Guide for Schools*
- EEF: *Rapid Evidence Report: Distance Learning*
- EEF: *Making Best Use of Teaching Assistants.*

Autumn 2 Update

Tier 1

- Liz Mynott training was due to begin in January but due to new lockdown dates have been postponed until later in the year.
- Rosenshine CPD has continued with both teaching staff, especially with a focus of adapting principals for remote learning and the TA staff. Evidence from lesson reviews that elements of modelling and questioning are being incorporated by staff although there is not consistent practice across school or subjects. Modelling writing continues to be a focus for some staff, whilst modelling was strong in maths lessons observed. Questioning in maths needs to be developed further to develop understanding and application knowledge.

Tier 2

- **1:1 tutoring** 75% pupils made progress and average maths standardised scores increased from 95.5 to 99.9.
- **Reading comprehension** 66.7% pupils made progress and average standardised scores improved from 97 to 99.3.
- **Phonics Year 2 interventions** (18 pupils) -Sept Baseline 32+ 1/18 = 5.6%, Nov 32+ 10/18 = 55.6% (1-17, 1-18), Progress from baseline to Nov 17/18 pupils 94.4% (1/18 –NC EAL)
- **Phonics Year 1 interventions** (18 pupils)- Sept Baseline 19+ 1/18 = 5.6%, Nov 19+ 10/18 = 55.6% (1-17, 1-18), Progress from baseline to Nov 18/18 pupils 100%
- **Catch Up maths** – staff training in December programme started for selected Year 4 and 5 pupils started in January.
- **National tutoring (Third Space) not started until January children accessing remotely**
- **TA post** appointed in December and took up post in January
- **Shine** materials being utilised to support individual pupils.

Tier 3

- Chrome books purchased and all devices have been distributed to pupils for remote learning during self-isolation and lockdown.