

Appendix 3:

Catch Up Strategy Statement

**Catch Up Strategy Statement**

Summary information					
<b>School</b>		Loddington C of E Primary School			
<b>Academic Year</b>		2020/2021	<b>Total number of pupils on roll</b>		92
<b>Date of Strategy</b>		14 <sup>th</sup> September 2020 updated 19/11/2020	<b>Total Catch Up budget</b>		£7,600 (95x80)
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	6	0	Y4	7	2
Y2	10	1	Y5	7	1
Y3	8	0	Y6	12	1

In-school barriers to be addressed by Catch Up Funding (Tier 1 and 2)	
A.	<i>Tier 1: To improve the quality of teaching and the effectiveness of QFT through the PDET provision of CPD training.</i>
B.	<i>Tier 1: To raise the standards of QFT and the teaching sequence through structured CPD opportunities.</i>
C.	<i>Tier 2: To accelerate the learning of all groups with particular focus on Lower ability and PP children to close gaps significantly. 1:1 provision to be made available for vulnerable learners. Before and after school 'catch up lessons' to be made available to children who are not where they should be with their learning.</i>
D.	<i>Tier 2: Pupils with defined high needs to be supported effectively during the school day through careful provision mapping.</i>
External barriers to be addressed by Catch Up Funding (Tier 3)	
E.	<i>Tier 3: Attendance issues of children requiring catch up strategies.</i>
F.	<i>Tier 3: Access to devices in school and at home for children with complex learning needs. IT access and provision to be reviewed to ensure capacity for home learning and live teaching is possible in the event of closure or isolation.</i>

<b>Planned actions and expenditure</b>				
The three headings below enable schools to demonstrate how they are using the catch up strategy to improve classroom pedagogy, provide targeted support and support whole school strategies.				
<b>Tier 1: Teaching and Whole School Strategies:</b> To increase the effectiveness of teaching through the provision of quality CPD. (Addressing barriers <i>A and B</i> )				
<b>Key Actions</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>
CPD activities focussed upon QFT and lesson sequence to support all staff in delivery lessons.	Neil Aiken (HT)	Lesson observations and Learning walks during the year by PDET AIO's and HT.	Demonstration of improved standards in QFT across the school.	N/A
Pre and Post assessments to be integrated within maths blocks to indicate gaps in knowledge base.	Neil Aiken (HT)	Book Scrutiny	Attainment gaps of pupils identified. Knowledge and skills gaps close.	N/A
PUMA testing to inform planning of next steps in learning. Standardised scores to inform teacher's planning.	Helen Dowsett (Maths)	Upload dates. Pupil Progress meetings in October, January and April	PUMA and PIRA standardised scores to show accelerated learning for identified children.	N/A
Cold and Hot writes used to indicate next steps in learning for all writers.	Beth Cook (English)	Book Scrutiny October, December and March.	Class teachers can show in planning the next steps in learning.	N/A
Reading assessment baselines and PIRA testing to inform planning of next steps in learning. Standardised scores to inform teacher's planning.	Beth Cook (English)	Upload dates. Pupil Progress meetings in October, January and April	PUMA and PIRA standardised scores to show accelerated learning for identified children.	N/A
Subject specific CPD activities focussed upon QFT, knowledge and skills will be delivered through subject specific consultants throughout the year.	Neil Aiken (HT) Jess Steele Liz White	Lesson observations. Learning walks during the year by PDET AIO's and HT. Planning and book scrutiny by SLT and subject leads.	Demonstration of improved standards in QFT across the school. Improvements in staff procedural and declarative knowledge.	£ 163 HLTA cover
Support Plan developed to support NQT with lesson sequencing, Planning and Subject Knowledge.	Neil Aiken Helen Dowsett (Maths) Beth Cook (English)	Weekly NQT mentor meetings and Subject Leads evaluations	NQT meets agreed targets of plan and fulfils requirements for QTS.	HT Cover provided

Map Oak On-line Curriculum vs Long Term Plans to ensure continuation of curriculum in case of closure or isolation.	Neil Aiken Staff	Staff meeting in early September to discuss mapping implications.	Mapping complete and alternatives sourced where mapping process reveals gaps.	N/A
Head Teacher and Subject leaders to provide training to all staff within Maths and English to prepare for 'Live Teaching' and ensure QFT is maintained through remote learning.	Neil Aiken (HT) Helen Dowsett (Maths) Beth Cook (English)	Live teaching practice lessons loaded through SEESAW in September.	Improved confidence of staff to deliver quality live lessons.	Staff meetings
Increase the effectiveness of teaching through quality CPD, within English and Maths to promote greater outcomes for pupils identified to receive catch up interventions.	Neil Aiken Helen Dowsett Beth Cook Jess Steele Liz White	Performance management discussions. Class Observations. Consultant evaluations against action plans.	Class Teachers feel supported in abilities to deliver high quality teaching and incorporating all aspects of Rosenshine.	£ 163 HLTA Cover
Purple Mash CPD for use as online resource.	Neil Aiken/Staff	QA monitoring of curriculum	IT modules made available for children to learn remotely using Purple Mash Hub	Included within purchase contract.
Charanga CPD for use as online resource.	Neil Aiken/Staff	QA monitoring of curriculum	Music modules made available for children to learn remotely using Charanga Hub	Included within purchase contract.
			<b>Total budgeted cost</b>	<b>£326</b>
<b>Tier 2: Targeted support:</b> 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> )				
<b>Key Actions</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>
Standardised assessments (PIRA, GAPS and PUMA)	Beth Cook (English PIRA) Helen Dowsett (Maths PUMA)	Review of termly assessment data will be completed by the SLT.  Analysis of Sept, Dec, March PUMA PIRA and their resulting gap analysis to be used to inform planning and next steps during the year.	Gaps identified and corrective teaching plans developed.  All children....expectation of age related progress or better.	N/A

<p>Pupil Progress meetings to identify pupils for 'catch up lessons'.</p> <p>TA's identified to provide 1:1 support for selected children. Bottom 20% children for 'Out of class' where individual pupils' complete targeted Literacy or Maths interventions from TA's in addition to their daily lessons.</p> <ul style="list-style-type: none"> <li>• Daily Readers</li> <li>• Toe by Toe</li> <li>• Speech and Language therapy</li> <li>• Maths catch up</li> <li>• Phonics catch up</li> </ul>	<p>Neil Aiken</p> <p>Neil Aiken Beth Cook</p>	<p>Pupil Progress meetings in October, January and April to set pupil targets. (HT)</p> <p>Senco to maintain audit of provision linked to October, January and April pupil progress meetings.</p>	<p>Progress and attainment to reflect a closing of gaps and good progress of all children.</p> <p>Progress and attainment to reflect a closing of gaps and good progress of selected children.</p>	<p>N/A</p> <p>Pupil Premium funding plus TA support.</p>
<p>Staff identified to provide before and after school 'catch up lessons'. Where required, individual pupils will receive targeted support, either through in-class focus or an out-of-class intervention.</p> <p>Additional Interventions used:</p> <ul style="list-style-type: none"> <li>• Daily Readers</li> <li>• Toe by Toe</li> <li>• Speech and Language therapy</li> <li>• Maths catch up</li> <li>• Phonics catch up</li> </ul> <p>Work inside the classroom may include:</p> <ul style="list-style-type: none"> <li>• Additional adult support in lessons</li> <li>• Directed Questioning (<i>Rosenshine Principle</i>).</li> </ul>	<p>Neil Aiken Beth Cook (SENCO) Teaching assistants timetabled.</p>	<p>Audit by HT SENCO to monitor progress of children on the provision map through data trawls and IEP targeting.</p> <p>HT to monitor 'catch up' interventions through Pupil Progress meetings in October, January and April</p>	<p>Targeted pupils all make expected or better progress, closing the attainment gap with their peers.</p> <p>Interventions show impact against progress and attainment data.</p>	<p>£1466</p> <p>Pupil Premium funding plus TA support.</p>

<ul style="list-style-type: none"> <li>Regular 'checking in' with disadvantaged pupils in lesson providing ongoing AfL (<i>Rosenshine</i>)</li> </ul>				
Curriculum content gaps identified, in September, from children missing education since March to be identified. Specific focus upon children on provision map.	Class teachers.	HT discussions in pupil progress meetings in October, January and April.	All children on provision map to have identified gaps in knowledge addressed by class teachers.	N/A
SEND, LA and vulnerable children to receive additional scrutiny and support where identified by class teacher through October Pupil Progress Meetings.	Class teachers. Beth Cook (SENCO) Head Teacher	HT and SENCO to monitor the impacts of all vulnerable groups through focussed book scans, standardised scores and pupil progress meetings.	All children on provision map to have gaps in knowledge addressed by class teachers and to reflect good or better progress.	N/A
NTP to be used for those children who do not make sufficient progress by April 21.	Neil Aiken	HT and SENCO to monitor the impacts through standardised scores and pupil progress meeting discussions in October, January and April.	NTP tutors to support learners in additional capacity who require additional support on a 1:1 basis.	£646.80
Well being sessions for positive child mental health to commence in September. Children identified through class mental health audit/discussions with SLT.	Neil Aiken	September Audit.	Well being of children is secure and programmes in place to support them.	£200
			<b>Total budgeted cost</b>	<b>£2312.80</b>
<b>Tier 3: Wider Strategies</b> (Addressing Barriers <i>E and F</i> )				
<b>Key Actions</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>
Support for parents. Pupils with attendance issues will be identified by the HT and School Office. HT to enter in to parental discussions and support packages to enable children to improve attendance.	Neil Aiken AGC	The AGC Pupil Premium rep will support the HT and School Office in reviewing the general attendance of these targeted pupils.	The attendance of the targeted children is brought closer in line with the rest of the school cohort. Communication between Home and School is enhanced for these children and families.	N/A  N/A

<p>Additional IT will be provided to families to ensure catch up communication is maintained at home through daily interaction with class teachers through the SEESAW platform. Parents requiring support to be identified.</p> <p>Laptops for families unable to facilitate home learning to be provided with a laptop from school. 15 laptops acquired from local business support</p>	Neil Aiken	September Audit	Families feel well supported by school and are able to access online teaching and learning.	Existing hardware available in school  Free
Internet capacity assessed to ensure band width supports live teaching platform.	Neil Aiken Nicola Young	Staff meetings Reliability audit		TBA
Purchase 4x webcams, 6x laptops and 4x microphones to ensure technology supports live teaching processes. 2x Laptops from Govt initiative ALL TECHNOLOGIES.	Neil Aiken Nicola Young			£3786.20
School will use Catch Up funding to specifically target pupils with anxieties. School Nursing Services engaged to support mental health. Individual programmes developed to support mental health issues.  Provide breakfast club and after school club for identified vulnerable learners.	Class teachers for communication through SEESAW platform. Neil Aiken  Neil Aiken JS	HT and AGC will monitor attendance and accessibility of groups.  Attendance records. Discussions will parents regarding pupil engagement.	Reduced anxiety for children and families identified.  Vulnerable pupils being school ready. Attendance increase for identified pupils.	Within Local Health Care Partnership agreement  5x children identified £23.50 per day £117.50 per week Totalling for 10 weeks £1175
Training for staff on use of technology and platforms to enhance home school live teaching. Ensure staff are familiar with platforms (ZOOM and SEESAW) to maintain home learning and live teaching.	Neil Aiken	Classroom observations of Live Teaching strategies and use of classroom support equipment.	Technology platforms support live teaching process.	N/A
			<b>Total budgeted cost</b>	£4961.20
			<b>Overall Cost</b>	£7600

#### **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.*