

Catch Up Strategy 2020-21

1. Summary information					
School	Holmes Chapel Road Primary				
Total number of pupils	425	Total Catch Up Funding	£34,240	Date	October 2020

2. Summary of approach taken by school to develop this strategy
<p>Alongside an initial focus on pupil wellbeing, class teachers have focused on recommencing the teaching of the curriculum. In core subjects the early focus has been on assessing the impact of school closures on children’s attainment. Year Group Pupil Progress Meetings were held mid-October, involving the headteacher, SENCO/ DHT and class teachers. Those children who had been on track pre closure, but who currently appear not to be on track were identified and discussed. Appropriate QFT strategies and interventions were identified and recorded. These will be reviewed during December PPMs and throughout the year. Progress against the plan will be shared with governors termly.</p>

3. Current attainment					
	National 2019	School 2017	School 2018	School 2019	School 3 Year Average
% achieving expected standard or above in reading, writing & maths, Year 6	70%	75%	74%	59%	69%
Attainment in reading	73%	81%	85%	72%	79%
Progress in reading	0.31	1.07	0.62	-0.6	0.4
Attainment in writing	78%	86%	83%	81%	83%
Progress in writing	0.24	0.09	-3.01	-0.5	-1.14
Attainment in maths	79%	88%	92%	73%	84%
Progress in mathematics	0.31	0.83	0.21	-1	0.01
% achieving expected standard or above in reading, Year 2	75%	85%	77%	80%	81%
% achieving expected standard or above in writing, Year 2	70%	88%	88%	72%	83%
% achieving expected standard or above in maths, Year 2	76%	86%	83%	77%	82%
% achieving expected standard in Phonics Screening Check, Year 1	82%	93%	70%	92%	85%
% achieving Good Level of Development, Reception	72%	82%	77%	87%	82%

4. Academic priorities to be addressed	
A	Phonics – in Year 2 currently 69% of children on track to pass the phonics screening test in December. Year 1 small number still securing phase 2, phase 3 not yet secure so need to catch up Reading - Some children need to rebuild reading miles as they have done limited reading with parents at home. For other comprehensions skills, esp around inference need some refreshing
B	Maths – additional practice of basic skills is needed to resecure knowledge in all year groups. Year 5 cohort in particular is showing gaps compared to their year group curriculum
C	Writing – spelling, punctuation and stamina. Children have had less opportunity to write than they would have had they been in school. Basic skills have been forgotten and stamina is less than is typical for this time of year.
Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates)	
D	Wellbeing of pupils following varied experiences of life without school – school being safe and consistent
E	Support children in their experiences of returning to school – managing their anxieties from news outside of school/ children picking up on parent anxiety

5. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A	Attainment in phonics to be above national – meet phonics expectations by time of screeners. Reading miles will be made up, increasing proportion of fluent readers. Further development of comprehension skills for all children	Proportion of children on track to meet age related outcomes in phonics (Y2 December 2020, Year 1 Summer 2021) and reading in each year group at least in line with national for their Key Stage
B	Maths – basic skills sharp for vast majority of children. Year 5 cohort on track with year 5 curriculum – returning to pre Covid proportions of pupils on track for ARE and GDS	Proportion of children on track to meet age related outcomes in maths in each year group returning to at least pre Covid proportions of pupils on track for ARE and GDS
C	Writing – basic skills – punctuation, spelling and grammar - evident in writing. Stamina back to pre-lockdown levels or better. Quality of written work age appropriate	Proportion of children on track to meet age related outcomes in writing in each year group returning to at least pre Covid proportions of pupils on track for ARE and GDS
D	Trauma informed practice at heart of school’s effective approach to supporting	Children’s wellbeing effectively supported (pupil voice to ascertain termly)
E	the emotional wellbeing of all pupils	Resilience, persistence return, stamina improved and retained (teacher voice)

6. Planned expenditure						
i. Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Year 5 teachers to be released to work with maths consultant from Trust (resource to be moved to other year groups as appropriate as year progresses)	Accelerate progress/ close gaps for Year 5 cohort	Missed learning due to school closure. QFT evidenced as highest impact approach by EEF	Monitoring by maths lead and HT PPMs	NW, FG	PPM December 2020 and then further PPMs	Release 2 teachers for 1 hour per week – half term 2 onwards £2000
Spelling and grammar – revisiting previous year group objectives	Children back on track in basic writing skills	Missed learning due to school closure	Monitoring by English leads, supported by Director of English	HW, LH	termly	£500 – extra subject leader monitoring time and support
Focus on comprehension practice	Children develop strong skills in comprehension against ARE	Missed learning due to school closure. QFT evidenced as highest impact approach by EEF	Monitoring by SLT and English lead – supported by Director of English	HW, NW, FG, LB, LH	Ongoing and more specifically end of September and December 2020 at PPMs	£500 – extra subject leader monitoring time and support
Specific online programmes purchased to support all children in extra opportunities to practise basic skills and to support potential need for increased learning from home if a child isolates/ bubble closes	Children to have increased opportunities to revisit and practice basic skills – closing gaps	Missed practising opportunities due to school closure. Scope to target extra practise out of hours and be more bespoke.	Monitoring by SLT	FG	Ongoing and more specifically end of September and December 2020 at PPMs	£4000
				Total Budgeted Cost:		£7000
ii. Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Reception TA paid up to HLTA 3 afternoons to lead, releasing teachers to run targeted interventions for phonics,	Improving EYFS outcomes	Previous success where capacity has been sustained	Monitoring by SLT	TN, CL	Formally at PPMs, ½ termly informally with SLT	30 weeks@ £18 = £540

reading, fine motor skills and basic number						
Year 1 1:1 phonics booster Spring term Each Y1 teacher running 2 x ½ hour sessions per week	Meet phonics standard in June	Previous success from targeted support for phonics	Monitoring and support by TN	JB	Every 4 weeks	£38 per teacher p/w= £76p/w Spring Term til Screener = 20 weeks £1520
Year 1 TA (LC) x 2 afternoons per week Spring term onwards - Additional capacity for 1:1 regular practice <ul style="list-style-type: none"> • Phonics • Maths facts • Reading mileage 	Rapid catch up	Previous success where capacity has been sustained	Senior leader monitoring across subject leaders – ongoing oversight	LB	Every 4 weeks	Spring and Summer Term 2 afternoons per week@ £30 per afternoon £1380
BR@P	Support increased proportion of children (vast majority) in achieving ARE	EEF evidence of impact from effective implementation	Monitoring by reading lead and director of English	FG	Ongoing and more specifically end of September and December 2020 at PPMs	This is within our PP strategy and usual practice – overlap with Catch Up children
KS1 Additional reading mileage and phonics practice	Rapid catch up	Previous success where capacity has been sustained	Monitoring by English subject lead	FG	Ongoing and more specifically at PPMs	2 TAs – 1 afternoon each per week for 30 weeks = £1800
KS1 Additional TA 3 afternoons per week Spring Term onwards – focus to be decided at December PPMs – likely to include release for teachers to target small groups, additional BR@P capacity and phonics	Support increased proportion of children (vast majority) in achieving ARE	Previous success where capacity has been sustained	Monitoring by relevant subject leaders	FG	Ongoing and more specifically at PPMs	3 afternoons per week 23 weeks @ £90 p/w = £2070
Year 2 4 weeks phonics targeted boosters led by phonics lead and experienced TA – before school and extra day time sessions	Rapid catch up – meet standard in December	Previous success where capacity has been sustained	Monitoring and support by TN	FG	Feedback to FG weekly	Teacher 2h/w x 4 weeks = £304 TA 1h/w x 4 weeks = £60 Ta x 3 afternoons per week = £360

						£664
Year 2 TA x 2 afternoons per week Spring term until May half term - Additional capacity for 1:1 regular practice and small group work – TA or teacher led	Support increased proportion of children (vast majority) in achieving ARE in KS1 SATs	Previous success where capacity has been sustained	Monitoring by subject leaders overseen by SLT	FG	Ongoing and more specifically at PPMs	18 weeks at £35x2 = £1260
Year 3 TA x 2 afternoons per week from half term 2 onwards - Additional capacity for 1:1 regular practice and small group work – TA or teacher led	Support increased proportion of children (vast majority) in achieving ARE by end of Y3	Previous success where capacity has been sustained	Monitoring by subject leaders overseen by SLT	FG	Ongoing and more specifically at PPMs	23 weeks @ £35 x 2 = £1610
Year 3 Spring term teacher led reading boosters – 2 x ½ hour per week outside of school day	Accelerate progress/ catch up in reading	Previous success where capacity has been sustained	Monitoring by English lead	FG	Every 3 weeks during Spring Term	£38p/w x 12 = £456
Year 4 2x before school ½ hour maths boosters weekly from Autumn 2 onwards	Accelerate progress/ catch up in maths focus arithmetic and basic skills	Previous success where capacity has been sustained	Monitoring by maths lead	FG	Ongoing and more specifically at PPMs	£38p/w x 23 = £874
Year 4 Reading mileage for identified target pupils 2 x ½ hour before school from Autumn 2 onwards	Accelerate progress/ catch up in reading	Previous success where capacity has been sustained	Monitoring by English lead	FG	Ongoing and more specifically at PPMs	£38p/w x 23 = £874
Year 5 Spring term teacher led reading boosters – 2 x ½ hour per week outside of school day	Accelerate progress/ catch up in reading	Previous success where capacity has been sustained	Monitoring by English lead	FG	Every 3 weeks during Spring Term	£38p/w x 12 = £456
Year 5 Additional senior teacher joining maths lessons x 3 per week to bring further capacity to support catch up	Accelerate progress/ catch up in maths	Previous success where capacity has been sustained	Monitoring by maths lead	FG	From Autumn 2 until end of year	3 hours per week x 23 weeks = £2622
Year 6 2 separate groups of 2x before school ½ hour maths boosters	Support children in achieving ARE in KS2 SATs	Previous success where capacity has been sustained	Monitoring by maths lead	FG	Ongoing and more specifically at PPMs	£38p/w x 2 groups x 20 weeks = £1520

weekly from Autumn 2 onwards until SATs						
Year 6 teacher led SPaG boosters – 2 x ½ hour per week outside of school day from Spring until SATs	Accelerate progress/ catch up in SPaG	Previous success where capacity has been sustained	Monitoring by English lead	FG	Ongoing and more specifically at PPMs	£38p/w x 15 = £570
Year 6 Additional reading groups led by senior teacher – 3 x ½ hour per week within school day from Autumn 2 until SATs	Support children in achieving ARE in KS2 SATs	Previous success where capacity has been sustained	Monitoring by English lead	FG	Ongoing and more specifically at PPMs	£38p/w x 1.5hrs x 20 weeks = £1140
Targeted diagnostic assessment	For those children not catching up in line with others	More targeted diagnosis to support more closely focused teaching	Monitoring by SENCO	LB	Ongoing and more specifically at PPMs	£3000

Total Budgeted Cost: £22,356

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Learning Mentor for individual support	Children can access targeted support	High impact strategy used in school over time – target provision to pupils who need to catch up/ families who need support to get back on track	Monitoring and ongoing staff discussions	PL/ FG	Ongoing end of September and December 2020	Already in school budget – part funded by PP money
Training – Elsa	Children can access emotional literacy support	Provision can be targeted to support social skills, emotions, anger management, self-esteem	Monitoring and ongoing staff discussions	PL	Spring term	£500
Additional TA hours to support work of learning mentor						£4000
					Total Budgeted Cost:	£4,500

Spring Term Review of Progress Against Strategy

£33856 allocated in above plan – review at Spring

Summer Term Review of Progress Against Strategy