

Catch Up Premium Strategy Statement 2020 – 2021

Summary information					
School	ST MARY'S FIELDS PRIMARY SCHOOL				
Academic Year	2020/2021	Total Catch Up budget	£34,800	Autumn Term instalment	
Total number of pupils in school					

Planned expenditure						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Time scale of implementation	Cost
Foundation Stage to have oracy and physical skills that are at expected or above for their age.	<p>Reception early years oral language programme NELI (children have used Talk boost in the Autumn term)</p> <p>EYFS Big moves weekly from Autumn and balance ability from January</p>	<p>At baseline, 59% of pupils had oracy skills below Expected for their age. 34% of these children scored red in the talk boost assessment, these are currently accessing FS1 talk boost provision instead of FS2. During progress meetings we have discussed about different opportunities staff could involve the children to get them to talk Teachers are building in increased interaction opportunities and a wide range of activities and experiences to stimulate talk. The structured oracy programme in the Spring and Summer Term will build on this and help the children increase their breadth of vocabulary.</p> <p>At baseline, 54% of pupils had physical skills below Expected for their age using the Big Moves assessment tool. Children will take part in weekly Big moves and where necessary have extra provision in this. The new outdoor area will provide a better environment for promoting physical development as will the investment in balance bikes. Sustrans are due to complete balanceability in January which will be continued in the setting.</p>	<p>Monitoring completed by KS1 team leader.</p> <p>Staff given time to understand the material prior to beginning</p> <p>Teaching staff to deliver the programme.</p> <p>A baseline at the beginning will be taken so that the impact can be measured accurately.</p>	SLT Foundation staff	January - June 2021	<p>Training for teacher and TA – free through the DFE</p> <p>Release to plan and implement programmes (oracy and big moves) over 21 weeks £4,305</p> <p>(Balance bikes not purchased through catch-up payments)</p>
In Year 1, % of pupils to reach the expected standard or above in	Class teacher to implement additional phonics support for pupils identified in the	Year 1 children have returned to school with lower phonics starting levels than in previous years. We know that having a solid understanding of phonics	Monitoring completed by KTC leader. Teaching staff to deliver the programme. (HJ)	SLT Y1 staff KTC Lead	Jan –July	Release for 1 teachers : 1 day per week

Phonics to be in line with national	Spring Term across Year 1.	from a young age, helps children with their reading, writing and spelling. Releasing a lead teacher to work across the 2 classes, identifying the barriers to learning and putting in strategies to address these both within the session and link to provision during the rest of the week will have better impact and outcomes will be further improved.	A phonics baseline completed at the beginning will be taken so that the impact can be measured accurately. Target:% of children in Y1 achieving phonics test at the end of the year to be in line with national			£4,305
Accelerated progress to be made in writing	Class teachers to implement 1:1 coaching/small group for writing	Children in Year 1 have extremely low writing levels in comparison with previous years. We know that being able to carry out small group tuition lead by class teachers will have a far greater impact.	Monitoring KS1 lead/writing lead Autumn data to be used as a baseline Target: 50% of children in Y1 to achieve end of year expectations in writing.			
Year 2: For Year 2 to achieve in line with Year 1 2019 phonic result (83%)	Teacher to implement a terms worth of 1:1 phonic intervention based on September baseline.	Year 2 have returned to school having not taken the Year phonic test in May. Phonic levels are far lower than in previous years. We know that having a solid understanding with phonics from a young age, helps children with their reading, writing and spelling. Using a teacher that worked with the children last academic year, means they will have clear knowledge of where in the phonic programme children have completed and can quickly identify gaps in their learning	A phonics baseline completed at the beginning will be taken so that the impact can be measured accurately. Target: Year 2 children achieve in line with 2019 phonic results (83%) Impact – phonic result 79%. If you discount the 2 children that were disapplied this rises to 82% which is in line with last year	SLT KTC lead HH	Sept – November	1 day per week x 9 weeks £1,920
Year 2: % of children in to achieve age related expectations in reading (60%), writing (50%) and maths (60% by the end of the year.	In the Spring/Summer Term, identified children in Year 2 to have additional reading, writing and maths sessions by Year 2 teacher to increase attainment. Headteacher to provide 1 afternoon a week booster session Parent support sessions in reading,	During school closure, some children did not read as regularly as others, which will have an impact on their fluency, accuracy and comprehension. Attainment in reading will impact on other areas of learning. We want to address this, using the teachers' knowledge of the children. In this way barriers can be identified quickly and the children will respond more confidently to their own class teachers. Support at home will be crucial and parents will need to be familiar with phonics resources and ways to help their children.	Monitoring completed by KS1 team leader. Teaching staff to deliver the programme. Autumn data will be taken as a baseline so that the impact can be measured accurately. % of children in to achieve age related expectations in reading (60%), writing (50%) and maths (60% by the end of the year.	KS1 team leader Y2 staff	January- July	Part time year 2 teacher to work 2 extra days per week x21 weeks £6,389

	writing, maths and phonics					
Children in Year 1- 4 to make good or better progress in reading	FFT lightening squad tutoring 40 children targeted over a 6 weeks period and then software can be used for a further 10 weeks	During school closure, some children did not read as regularly as others, which will have an impact on their fluency, accuracy and comprehension. Attainment in reading will impact on other areas of learning for example use of vocabulary in writing. FFT tutoring programme is on the DFE approved list of providers.	Monitoring led by reading lead Tutor to deliver initial first 6 weeks with TAs shadowing so they can continue for the 12 weeks	Reading lead Year 1-4 staff	Feb - May	Tutoring programme cost to school – 2,200
Year 3/4:. Children in Year 3 and Y4 to make good or better progress in reading and writing and maths	In the Spring/summer Term, identified children in Year 3 and 4 to have additional reading, writing and maths sessions by Year 3 or 4 teacher to increase attainment.	Gaps between lower attaining and higher attaining pupils have increased during school closure. Gaps between lower attaining and higher attaining pupils have increased during school closure. SEND pupils and lower attaining pupils found independent learning difficult and some parents found it difficult to motivate children. (27% and 29% of children are disadvantaged in the year group and 60% in year 3 have EAL, Year 4 have 145 SEND) Children's access to home learning was sporadic for many children within the year groups and therefore gaps have been identified in all children's learning.	Monitoring completed by Phase lead and SLT Teaching staff to deliver the teaching with their own children. Autumn data to be used as a baseline Target:% of children in Y3 (60% R, 50% W, 60% M) and Y4 (50%, 50% W, 60%M) achieving age related expectations at the end of the year in reading, writing and maths.	SLT Y3 and 4 staff LKS2 leader	January -July	1x day per week teacher release for Y3 and a Y4 teacher x 21 weeks (year groups to decide how to structure approach ie half day each class) £8,190
Children in Y5 to make good or better progress in reading and writing and maths	identified children in Year 5 to have additional reading, writing and maths sessions by Year 5 teacher to increase attainment.	Gaps between lower attaining and higher attaining pupils have increased during school closure. SEND pupils and lower attaining pupils found independent learning difficult and some parents found it difficult to motivate children. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. Support will need to be sustained. What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.	Monitor staff teachers by SMT Teaching staff to deliver the teaching with their own children. Autumn baseline (October) completed at the beginning will be taken so that the impact can be measured accurately. Target: identified children in all subjects to make better than expected progress. 55% R and W, 50% M	SLT UKS2 phase leaders Year 5 staff	October 2020- July	Part time teacher to work extra 2 days per week x 34 weeks £10,424

		By training the teachers to understand different areas of need, they will be better equipped to identify barriers to learning and provide the best learning environment and teaching for the pupils.				
Pupils in Year 6 have opportunities to address gaps in learning missed during school lockdown so that they make at least expected progress from their KS1 Attainment and ensure that they are ready for the next phase of their education.	DH to support learning and support Year 6 team Teachers/HLTAs to offer individual and small group coaching to address learning gaps and misconceptions.	Evidence shows that pupils who have had access to small group and 1:1 teaching from their teachers/HLTAs have benefited. 25% of mainstream pupils have identified needs and will need further support to make the progress they need in RWM.	Monitor staff teachers by SMT A baseline completed at the beginning (Oct) will be taken so that the impact can be measured accurately. Teachers to work closely with cover staff to ensure quality of teaching and learning for all.	SLT Year 6 staff	October 2020 – July	No funding required HLTAs delivering daily small group R,W,M tuition Academic coaching being carried out by Year 6 staff DH to provide extra boosting Jan-May