

Catch Up Premium Strategy Review 2020-21

Number of pupils	Funding	Planned Allocation	Actual Spend	Carried Forward to 2021-22
210	£16,800	<p>£19,967, comprising:</p> <ul style="list-style-type: none"> L3 Teaching Assistant to facilitate Catch Up Interventions (at a cost of £19,302) School Cloud online parents' evening facility (£300) NFER Diagnostic Tests (£92.50) Staff CPD – Makaton (£92.50) Staff CPD - ABCDoes (£180) 	<p>£8,669, comprising:</p> <ul style="list-style-type: none"> L3 Teaching Assistant (£4864) Additional Teacher 1 to deliver Catch Up Interventions (£915) Additional Teacher 2 to deliver Catch Up Interventions (£2225) School Cloud online parents' evening facility (£300) NFER Diagnostic Tests (£92.50) Staff CPD – Makaton (£92.50) Staff CPD - ABCDoes (£180) 	<p>£8,131, planned spend on:</p> <ul style="list-style-type: none"> Assistant SENCO (£25,714) <p>Identified areas for catch up in 2021-22:</p> <ul style="list-style-type: none"> Accelerating progress of disadvantaged pupils Attainment in RWM in KS1

Address pupils' gaps in learning resulting from COVID19 closure to maintain children's academic flightpaths			
Rationale/Why?	<p>During the COVID19 closures, approximately 75% of children at St Mary's were learning from home: bringing back YR, Y1 and Y6 was not possible due to the context so school opened to key worker and vulnerable children only. When all children return to school in September, it will be vital to assess and address any gaps in children's cognitive and academic development, which have arisen throughout the closure period, particularly for disadvantaged children. It is important to review the school's definition of 'disadvantaged children' to encompass not only those in receipt of Pupil Premium funding, but also those with SEND and those who have been disengaged from learning throughout the closure period. Our aim is to 'reset' children's flightpaths through careful, diagnostic assessment which will inform a range of measures to support any who have fallen behind to make accelerated progress and catch up before their next key stage assessment.</p>		
Success Criteria	<p>We will know we are successful when:</p> <ul style="list-style-type: none"> All children are on track to achieve in line with their academic flightpath set by outcomes from the previous key stage Disadvantaged children make progress which is in line with, or better than their peers. 		
Milestones	By October 2020	By February 2021	By July 2021
	<ul style="list-style-type: none"> Summer catch up programme has been accessed by 40% of the school population, 	<ul style="list-style-type: none"> Intervention plans and catch up programmes are impacting positively on pupil progress. 	<ul style="list-style-type: none"> Intervention plans and catch up programmes have resulted in all children being realigned to their flightpaths based on previous keystage.

		<p>either throughout the summer, or as an intervention tool throughout Autumn 1.</p> <ul style="list-style-type: none"> Curriculum Addendum has been taught by all teachers throughout September Diagnostic assessments have been carried out using NFER Tests Extraordinary INSET held to run PPMs – as a result, intervention plans and catch up programmes have been planned. Intervention plans and catch up programmes for children at risk of falling behind are underway. School has a clear plan for switching to online learning immediately in the event of bubble self-isolation/local lockdown Appoint a TA to deliver catch up interventions across the school. 	<ul style="list-style-type: none"> Additional government catch up funding and AFN/HLN spending is impacting positively on pupil progress. Second assessment period (Dec) shows that disadvantaged pupils – as specified above – are making accelerated progress. Staff CPD is impacting positively on pupil outcomes, particularly those with SEND, or those who are falling behind. Wellbeing interventions have resulted in successful re-engagement for all children Catch up interventions are underway. QA and data shows positive impact on children's attainment. 	<ul style="list-style-type: none"> Additional government catch up funding and AFN/HLN spending has resulted in accelerated pupil progress for targeted children. Final assessment period (July) shows that disadvantaged pupils – as specified above – have made accelerated progress. Staff CPD has impacted positively on pupil outcomes, particularly those with SEND, or those who are falling behind. Children who had previously fallen behind have made accelerated progress as a result of intervention.
--	--	--	---	--

Objective	Lead	Actions	Timescale	Monitoring and Evaluation			
				What	By Who	When	Outcomes
4.1 All children are on track to achieve in line with their academic flightpath set by outcomes from the previous key stage	SR	1. A catch up programme is put in place before the summer holiday 2020 which can be accessed online: this is a flexible catch up programme which is suitable for every child and can continue to be used by staff into the next academic year to support children to overcome key gaps in learning.	July 2020	Website traffic / Microsoft Forms	RW	Sept	22% of families accessed summer catch up programme https://primarysite-prod-sorted.s3.amazonaws.com/stmarymagdaleneprimary/UploadedDocument/47addb0e3c9f469e894d73e712d808e1/online-learning-evaluation-september-2020.pdf
	SR	2. Curriculum Addendum focussing on basic skills and children's wellbeing on re-entry to school is in place. Teachers are using this to plan learning.	July 2020	QA: learning walks, book scrutiny.	SR & subject leaders	Aut 1 leaders' meeting	Excellent feedback from families re: impact of online learning (March 2021)
	RW/SR	3. NFER Tests ordered to facilitate diagnostic assessment programme upon all pupils' return to school	July 2020	PPMs	SR/SP	Sept 25 th	
	SR	4. Extraordinary INSET held to run PPMs – as a result, intervention plans and catch up programmes have been planned.	Sept 2020	PPMs	SR/SP	Sept 25 th	
	SR/MT	5. Intervention plans and catch up programmes for children at risk of falling behind are underway.	Oct 2020	QA	MT/SR	Ongoing	https://primarysite-prod-sorted.s3.amazonaws.com/stmarymagdaleneprimary/UploadedDocument/023cacee2b1414ea7d6b3f4b6e01d69/parent-survey-march-2021.pdf
		6. Pupils who are on track will follow full curriculum from Oct 2020	Oct 2020	QA	Subject Leaders	Ongoing	
	LF	7. Reception staff have complete baseline assessment for new intake – this informs objective led planning.	Aut 1 2020	Assessment Data & QA	Subject Leaders	Ongoing	Impact of TA resignation, staff absence and further national lockdown

	SR	8. Staff continue to access statutory assessment CPD to ensure up to date knowledge of end of keystage expectations	Ongoing	Feedback from courses/QA	Subject Leaders	Ongoing	<p>meant that not all children were realigned with previous KS: R – 31 children W – 30 children M – 22 children</p> <p>These children will be the focus of catch up throughout 2021-22, overseen by an Assistant SENCO.</p>
	SR/RW	9. Review additional catch up funding from government and plan how this can support the school's catch up programme.	Sept 2020	Budget/ Int. Plans	Govs	Termly	
	SR	10. Ensure that the school has a clear plan for switching to online learning immediately in the event of bubble self-isolation/local lockdown	Sept 2020	HT Report to govs	Govs/ MAT	Oct 2020	
	SR	11. Regular assessment periods are still undertaken to monitor progress throughout the year. For this extraordinary year, this will result in 4 assessment periods to carefully track the impact of catch up programmes.	Termly + 1	Data/QA	SLT/ Govs	Termly +1	
	SR	12. Where necessary, teachers use whole class pre-teaching to fill knowledge gaps resulting from COVID19 closures and historical gaps resulting from the introduction of higher curriculum expectations in Sept 2019.	Ongoing	QA	Subject leaders	Half termly/ ongoing	
	SR	13. Appoint L3 TA using £16800 in Catch Up Funding. TA's role to deliver catch up interventions across the whole school and close gaps for individuals who are falling, or have fallen behind.	Oct 2020	Interview Process & HT report to Govs	Govs	Autumn Govs.	
	SR	14. Clear lines of communication with parents to support home learning, including facilitation of parents' evenings [School Cloud]					
4.2 Disadvantaged children make progress which is in line with, or better than their peers	MT	• Apply for AFN and HLN funding in Autumn and Summer round to enable continued, or increased support for children with SEND	Aut/Spring	Budget	SLT/ Govs	Aut & Summer	<p>Disadvantaged pupils (beyond PP) were identified and prioritised for intervention, and attainment gaps have reduced but, in some cases, remain high.</p> <ul style="list-style-type: none"> • Y1 – 25% • Y2 – 17% • Y3 – 3% • Y4 – 6% • Y5 – 27%
	RW/SR	• Review additional catch up funding from government and plan how this can support disadvantaged pupils to catch up	Sept 2020	Budget/ Int. Plans	Govs	Termly	
	MT	• Offer a wide range of wellbeing interventions to support disadvantaged children's mental health and support their re-engagement in school life, for example by extending Nurture Provision.	Ongoing	QA & subject leadership meetings	SR	Half termly	
	MT	• Continue with CASY counselling. Evaluate its impact through regular pupil voice surveys.	Termly	QA & f/back from counsellor	SR	Termly	
	MT	• Achieve the 'Dyslexia Friendly School Award' by using dyslexia friendly teaching strategies throughout school	Ongoing	QA	SLT	Ongoing	
	MT	• Following diagnostic assessment, intervention plans and catch up programmes specifically aimed at accelerating	Oct 2020	QA and data	SLT/ Govs	Termly	

	SP MT MT/SR MT	<p>the academic progress of children who have fallen behind are put in place.</p> <ul style="list-style-type: none"> Increase the opportunities for P4C: ensure that each class engages in this weekly for the appropriate length of time. Provide inclusive enrichment opportunities for children with SEND, e.g. sports, philosophy, mindfulness. Staff CPD to ensure pertinent support for children falling behind i.e. Makaton, Downs Syndrome, Continuous Provision, Register for, and take part in randomised trial with Third Space Learning looking at the impact of personalised Maths tuition for disadvantaged children in Y6. 	Sept 2020 and ongoing Termly Ongoing July 2020	QA & SL Meetings En. brochure & take up QA SLT Meetings	SLT SLT Class teacher SLT	Half Termly Termly Ongoing Ongoing	
4.3 Ensure good attendance and punctuality from all members of the school community, which impacts positively on pupils' attainment, wellbeing and wider outcomes.	TBC	<ul style="list-style-type: none"> Follow government guidance on improving attendance found here. Allocate a designated attendance champion from SLT Review the attendance policy in consultation with pupils on attendance practice, rewards and sanctions Liaise with other agencies i.e. Early Help, where necessary to improve attendance Attendance rewards and celebrations as part of class based assemblies Ensure that escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups Monitor and analyse attendance data regularly to allow early intervention to address issues Where necessary, especially for children who are PA, deliver intervention in a targeted way, in response to data or intelligence Use pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance Where necessary, ensure that parents fully understand the demands and responsibilities of elective home education 	Ongoing Sept 2020 Summer 2021 Ongoing Ongoing Ongoing Ongoing Termly As required As required As required	 Termly data	 SLT/ Govs	 Termly	EOY Attendance for 2021-22 remains high at 96.67%

