

**Appendix 3:**

**Catch Up Strategy Statement**

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**Summary information**

<b>School</b>	Sywell CEVA Primary School		
<b>Academic Year</b>	2020 - 21	<b>Total number of pupils on roll</b>	100
<b>Date of Strategy</b>	Spring 2021	<b>Total Catch Up budget</b>	£7600

**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
<b>Y1</b>	8	3	<b>Y4</b>	5	1
<b>Y2</b>	4	2	<b>Y5</b>	4	1
<b>Y3</b>	3	0	<b>Y6</b>	3	0

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

<b>A.</b>	<i>Tier 1: To improve teacher delivery of new Mathematics curriculum (White Rose Maths) to opportunities for progress are maximised for all pupils.</i>
<b>B.</b>	<i>Tier 2: To utilise NTP programme and intervention materials which target specific gaps linked identified through assessment (Shine materials).</i>
<b>C.</b>	<i>Tier 2: Provide targeted support for identified children in core subjects.</i>
<b>D.</b>	<i>Tier 2: Reception/Year 1 language screening (March 2021) identifies group of children requiring additional support for language development.</i>

**External barriers to be addressed by Catch Up Funding (Tier 3)**

E.	<i>Tier 3: e.g. attendance</i>
F.	<i>Tier 3: e.g. access to devices</i>

<b>Planned actions and expenditure</b>				
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.				
<b>Tier 1: Teaching and Whole School Strategies:</b> To increase the effectiveness of teaching through the provision of quality CPD. (Addressing barrier A)				
<b>Key Actions</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>
Professional development of teachers in effective delivery of White Rose Maths materials and QFT in Mathematics	JS	Monitoring Visits: 15/03/21 (Baseline) 18/05/21 16/06/21	<ul style="list-style-type: none"> <li>- QFT Monitoring and Learning Walks identify improvement in teaching.</li> <li>- Monitoring specifically identifies improvements in CPA approach and split teaching inputs</li> </ul>	Teacher release time 3 days @ £180/day  <b>Total: £540</b>
			<b>Total budgeted cost</b>	<b>£540</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 B, C and D)				
<b>Key Actions</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>
Register and access NTP identifying key groups in KS1 and KS2 (the majority of these are KS2 pupils)	JS	Monitor progress of children accessing NTP to ensure value for money and impact.	<ul style="list-style-type: none"> <li>- Children accessing NTP will make good or better progress against</li> </ul>	8 week programme of 12 hrs per week @ £264.60/week

			baseline assessment starting points.	<b>Total: £2116.80</b>
Purchase of Shine materials. This will provide a structured programme for delivering effective targeted support for individuals and groups across the school.	JS (SENCo)	Tutor and SENCo/HT to meet at regular intervals and review progress.  Evidence of progress through Tutor files.  Improved attainment Spring PIRA/PUMA to Summer PIRA PUMA.	<ul style="list-style-type: none"> <li>- NTP Tutor utilising materials and delivering support for pupils in 1:1 sessions</li> <li>- Evidence identifies positive progress made by targeted groups.</li> <li>- PIRA/PUMA Summer gap analysis identifies gaps have been closed</li> </ul>	Online Resource purchase cost £720  <b>Total: £720</b>
NELI Speech and Language Programme designed to support with language development and skills required for expression.  <i>This was a 20 week programme due to begin in January, but the start date was postponed due to Covid lockdown. The programme will be extended into the Autumn term to ensure completion.</i>	JS ES	Baseline Assessment identifies pupils that meet the criteria for the intervention.  ES to keep written record of programme delivery, including feedback on pupil	<ul style="list-style-type: none"> <li>- Baseline to end of programme data shows significant improvements in assessed spoken skills.</li> <li>- Pupils to make at least 6 months progress in 4 months.</li> </ul>	3hrs/week for 16 weeks @ £45.66/week <i>(Mar-July Cost)</i>  <b>Total £730.56</b>
RWI Catch-Up Intervention Groups for identified Year 1 pupils  (This falls outside of the usual provision in school and gaps in learning for these pupils have been identified as having been widely caused by lost learning through school closures)	JS ES	Routine assessment of pupil progression ensures continuous progression through the scheme.	-	2.5hrs/week 38 weeks @ £38.05/week  <b>Total: £1445.90</b>
Bespoke 1:1 support for 2 Year 1 pupils that did not meet ELG in Reception by a significant margin: phonics	EDM ES AO	Continue tracking against EYFS ELGs, record progress at intervals	<ul style="list-style-type: none"> <li>- September baseline to present tracking on EYFS assessment</li> </ul>	3.75hrs/week for 38 weeks @ £57.08

basic number concepts handwriting spelling  (The gaps in learning for these pupils has been identified as having been widely caused by lost learning through school closures)			tracker shows better than accelerated progress for both pupils over the course of the year.	<b>Total: £2169.04</b>
			<b>Total budgeted cost</b>	<b>£5065.50</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>
Develop pupil wellbeing following the pandemic in order to support increased classroom confidence and resilience: provide additional wellbeing/PHSE/mindfulness sessions according to individual class needs	All Staff	-Monitoring of Behaviour Incidents -Development of new Behaviour Management system in order to support consistency of approach from staff and transparency for pupils. - General feedback from staff through routine Staff Meeting discussions	- Decrease in reports of behaviour incidents. - Staff report improved pupil wellbeing through discussion.	£0
			<b>Total budgeted cost</b>	<b>£0</b>
			<b>Overall Cost</b>	<b>£7722.30</b>

### 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.*