

Catch Up Strategy Statement

Summary information

School	Silverstone CE Primary		
Academic Year	2020-21	Total number of pupils on roll	236
Date of Strategy	October 2020	Total Catch Up budget	£17,440

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

A.	<i>Tier 1: Staff unfamiliar with White Rose Maths scheme of work and remote learning resources</i>
B.	<i>Tier 1: Staff require guidance and training to effectively teach English remotely</i>
C.	<i>Tier 2: Reading comprehension below expected standard for large number of children in Y1/2/3/4/5</i>
D.	<i>Tier 2: Maths PUMA scores below 80 for large number of children in Y1/2/3/4/5 indicating loss of knowledge</i>
E.	<i>Tier 2: Insufficient electronic devices for staff to work remotely and to effectively record 'live' sessions</i>
F.	<i>Tier 2: e.g. Vulnerable families lack appropriate devices to access online remote learning</i>

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

G.	<i>Tier 3 Additional Educational Psychologist input for highly vulnerable SEND children</i>
H.	

Planned actions and expenditure

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.

Tier 1: Teaching and Whole School Strategies: To increase the effectiveness of teaching through the provision of quality CPD.
(Addressing barriers *A and B*)

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Identify gaps in learning</p> <p>Carry out gap analysis using PUMA/PIRA Purchase GAPS as additional testing to identify cohort trends and identify specific areas of focus. Baseline – September 2020 Autumn Review – November 2020 Spring Review – March 2020 Summer Review – June 2020</p> <p>Compare baseline data with March 2020 data to identify regression in learning. Use MARK for question analysis to identify areas for development. Data used to inform planning and direct interventions</p> <p>Pupil Progress meetings: September (baseline) December (Autumn) March (Spring) May (Summer)</p>	HT	AIO – Groupcall to collect trust wide data	<ul style="list-style-type: none"> Teachers use MARK to identify specific areas to focus on in lessons Cohort and pupil trends identified and targeted through planning and interventions Focus children are targeted with support in lessons and interventions 	£0
<p>Develop Phonics pedagogical knowledge to ensure consistency and secure teaching and learning</p> <p>Baseline Y1 and Y2 phonics screening September. Use data to plan phonics interventions and identify focus Children .</p>	TrC	<ul style="list-style-type: none"> Termly phonics screening 	<ul style="list-style-type: none"> Phonics gaps identified and children grouped correctly 80% pass phonics screening in Autumn 2 Monitoring shows consistent approach to 	£550 External Phonics training

<p>Additional whole class daily phonics provision timetabled in the afternoon to consolidate and reinforce knowledge – teacher led.</p> <p>Complete phonics screening for Year 2 Autumn 2</p> <p>In house phonics training for all teachers and TA's to ensure consistent approach to teaching phonics</p> <p>External phonics training (November 2020) to upskill staff, including TA's, to reinforce QFT in phonics and ensure rapid progress in KS1</p>			<p>teaching phonics across school</p> <ul style="list-style-type: none"> Teaching assistants secure in pedagogical knowledge with teaching phonics 	
<p>Pupil Progress Meetings</p> <p>Pupil Progress meetings take place following baseline and termly data drops to identify focus children and strategies to be implemented. Strategies to included Tier 1: QFT, Tier 2: Interventions</p> <p>Teachers complete pupil progress report document</p> <p>Pupil Progress meetings: September (baseline) December (Autumn) March (Spring) May (Summer)</p>	JB/AC	<ul style="list-style-type: none"> Focus children making expected progress Cohort tracking towards end of year targets Tracking impact of interventions 	<ul style="list-style-type: none"> Whole class strategies identified to inform timetable changes and inform planning Interventions mapped out. TA's deployment maximised. 	£0
<p>Embed White Rose Maths Scheme to support blended learning</p> <p>White Rose Maths introduced as scheme of work to be used across the school. Accelerated introduction of White Rose in Autumn term to ensure a faster and deeper understanding of scheme. Staff are upskilled in</p>	JB/TC	<ul style="list-style-type: none"> Termly assessment data drops Pupil voice - how teachers enable children to use and build on prior knowledge Planning scrutiny 	<ul style="list-style-type: none"> White Rose maths embedded as scheme of work in Y1-6 Staff familiar with range of resources and select resources effectively to 	<p>White Rose Maths premium resources - £199</p> <p>Classroom Secrets - £295</p>

<p>using scheme effectively to enhance maths provision for all pupils.</p> <p>Staff training in how to use White Rose maths to inform planning</p> <p>Increase frequency of subject leader monitoring through lesson visits and book scrutiny to support staff with effective implementation of White Rose maths</p> <p>Purchase 10 user premium resources</p> <p>Purchase Classroom Secrets as additional resource</p> <p>Staff training in awareness of resources and how to use in enable high quality QFT</p> <p>Staff training in how to use remote learning videos and remote learning resources</p> <p>Establish expectations on delivery of remote maths learning using WRM material</p>		<ul style="list-style-type: none"> Book monitoring for coverage 	<p>maximise pupil progress</p> <ul style="list-style-type: none"> Consistency across school in delivery of maths Weekly focus matches WRM scheme to enable smooth transition to remote learning when required 	
			Total budgeted cost	£1044
Tier 2: Targeted support: 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,D, E, F</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Targeted Interventions for focus children</p> <p>Pupil progress meetings – teachers identify strategies to be used in QFT, including changes to timetable; use of morning work; homework, transition times.</p>	AC	<ul style="list-style-type: none"> Termly Pupil progress meeting and intervention impact sheets Monitoring of interventions 	<ul style="list-style-type: none"> Teachers make changes to timetables and lesson structure to maximise QFT 	See 'Intervention groups' for costs

<p>In-house interventions selected by teachers and SLT. Interventions led by TA's mapped out and timetabled. Check focus children are only involved in one intervention at a time.</p> <p>Year group intervention overviews generated to map all interventions for each child.</p> <p>Regular TA meetings to review impact of interventions, including TA meetings with class teachers to plan and review interventions</p>	AC		<ul style="list-style-type: none"> Children still have access to broad and balanced curriculum. Interventions prioritised for each focus child Pupil progress reports map out interventions for each class. Intervention overview tracks strategies used for each focus child TA voice taken into account when reviewing interventions. Timely changes made to interventions when required 	£150 TA overtime for meetings
<p>Guided Reading Groups</p> <p>Purchase guided reading book sets to match phonics ability of children in KS1. More children in KS1 working at lower level and additional book sets required to plug gaps in resources and enable a wider access to the curriculum for all children</p> <p>Guided reading groups work with teachers during book talk sessions to develop reading comprehension knowledge</p>	TrC	<ul style="list-style-type: none"> Termly phonics screening Termly teacher assessment data drops for reading Pupil progress meetings 	<ul style="list-style-type: none"> Children access guided reading books at their phonological ability leading to improved rates of progress in reading comprehension End of Year 2 reading attainment in line or above national average 	£500
<p>Catch up Literacy</p>	AC/TrC	<ul style="list-style-type: none"> Monitor impact of intervention 	<ul style="list-style-type: none"> Staff trained in delivery of Catch Up Literacy 	£1100 for training TA's

<p>Three TA's access training – JBu, TS, JB TA's support teachers in identification of selected children for catch up programme</p> <p>Catch up intervention timetabled during afternoon sessions, before or after school.</p>		<ul style="list-style-type: none"> • Termly teacher assessment data drops • Monitor intervention sessions 	<ul style="list-style-type: none"> • Right children selected for maximum impact • Measurable progress is evident for all children involved 	
<p>Catch Up Numeracy</p> <p>Three TA's access training – JBu, TS, LC TA's support teachers in identification of selected children for catch up programme</p> <p>Catch up intervention timetabled during afternoon sessions, before or after school</p>	TC/AC	<ul style="list-style-type: none"> • Monitor impact of intervention • Termly teacher assessment data drops • Monitor intervention sessions 	<ul style="list-style-type: none"> • Staff trained in delivery of Catch Up Numeracy • Right children selected for maximum impact • Measurable progress is evident for all children involved 	£1100 for training TA's
<p>Third Space Learning - Maths</p> <p>Take part in Zoom meeting to gain greater understanding of Third Space Learning. Share ideas with staff to establish potential impact</p> <p>Identify children in Year 3/4/5 to participate in third space intervention commencing January 2021. 10 children Y3 10 children Y4 5 children Y5</p>	TC	<ul style="list-style-type: none"> • Termly teacher assessment data drops • Regular update reports from Third Space Learning • Pupil voice – impact on confidence and knowledge 	<ul style="list-style-type: none"> • Children selected for each year group • Gaps in maths knowledge addressed and children showing increased confidence in maths lessons. 	£4617
<p>Interventions addressing PUMA/PIRA/GAPS misconceptions</p> <p>SHINE resources purchased and training provided for all teachers on how to use resources effectively. SHINE to provide staff with resources to address gaps identified in MARK</p>	AC	<ul style="list-style-type: none"> • Termly assessment data drops 	<ul style="list-style-type: none"> • MARK question analysis used to identify bite size next steps 	<p>£616</p> <p>Staff costs listed below under Intervention groups</p>

<p>Teachers and or TA's identified to run after school interventions up to 1:5 ratio using SHINE resources to address gaps in learning</p> <p>Angie Y5 Jean Y3/4 Lindsey Y2 (after school) Tracy Y1 (lunchtimes or before school)</p>			<ul style="list-style-type: none"> Personalised after school interventions for focus children 	
<p>Intervention groups</p> <p>Use December data to identify focus children and specific gaps in learning. Individual catch up plans created for focus children and adjusted/reviewed half termly</p> <p>Commencing in Spring term – children, in all year groups, just below ARE, or with specific misconceptions take part in targeted interventions led by employed staff or external tutors. Employed teachers and TA's to run after school interventions where possible Include Shine Interventions 1:4 groups established to work on common misconceptions</p>		<ul style="list-style-type: none"> Termly assessment data drops 		£3000
<p>IT Infrastructure in place in school to support remote learning</p> <p>Laptops for staff – infrastructure to enable remote learning ready. 6 x laptops 10 x webcams for laptops</p>	JB	<ul style="list-style-type: none"> Monitor Remote learning technical issues in school Staff voice – impact of new equipment on remote learning provision 	<ul style="list-style-type: none"> IT infrastructure in place to support remote learning for children self-isolating whilst rest of cohort are in school 	£3751 (laptops) £200 (webcams)

<p>Learning platform to enable work to be shared and saved with secure and easy access for staff and pupils</p> <p>Implement SeeSaw across the whole school as platform for submitting work and providing feedback to children. Currently used effectively in KS1 and will provide staff training to all staff in KS2</p> <p>Review use of Google Classroom as a platform to share and save remote learning</p> <p>Work with EasiPC to establish how to set up platform</p> <p>Provide staff training on how to use Google classroom</p> <p>Train children and parents on how to use platform</p>	JB	<ul style="list-style-type: none"> Staff and parent voice – impact of Seesaw on remote learning 	<ul style="list-style-type: none"> Learning platform enables staff to easily share remote learning and enables staff to view work saved by children (time efficient) Pupils have easy access to remote learning tasks set by teachers Learning platform used to complete and save homework tasks 	£0
<p>Survey parents to review previous remote learning setup to identify positives and next steps</p> <p>Find out how many electronic devices available in house per child, when parents working from home.</p> <p>Identify what works best for majority of parents regarding access to English and foundation subjects</p> <p>Electronic devices are purchased to be loaned to children during self-isolation if there are IT issues within the home</p>	JB/SW	<ul style="list-style-type: none"> Survey results List of devices handed out to parents Pupil engagement in remote learning 	<ul style="list-style-type: none"> Parents views taken into account and help form chosen route for remote learning Clarity on expectations and set up of remote learning for teachers and parents Remote learning is accessible all children and manageable with all staff and parents. 	£0
<p>CGP Maths Daily Practice for consolidation</p> <p>Autumn Book for Spring term</p> <p>Spring Book for summer term</p> <p>Summer book for Autumn term</p>		<ul style="list-style-type: none"> Termly teacher assessment data drop Pupil voice – engagement in daily practice sheets 	<ul style="list-style-type: none"> Children able to consolidate prior learning Impact on progress data 	£1326

			<ul style="list-style-type: none"> Parents provided with suitable resources to consolidate learning at home 	
Continued additional interventions during 2021-22 academic year to address catch up needs during second year of catch-up				£0
			Total budgeted cost	£16,360
Tier 3: Wider Strategies (Addressing Barriers <i>G and H</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Educational Psychologist Support Additional Ed Psyc visits for SEND child with significant changes between pre lockdown and current behaviours	SEND	SEND/JB	<ul style="list-style-type: none"> Effective strategies and support in place. 	£500
			Total budgeted cost	£500
			Overall Cost	£17904

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.*