

Appendix 3:

Catch Up Strategy Statement

Catch Up Strategy Statement

Summary information

School	Freeman's Endowed C of E Junior Academy		
Academic Year	2020-2021	Total number of pupils on roll	235
Date of Strategy	September 2020	Total Catch Up budget	£18,840

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
Y3	5	5	Y5	17	12
Y4	12	11	Y6	24	8

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

A.	Tier 1: To develop high quality teaching, assessment and feedback in the classroom from teaching and support staff through the provision of high quality CPD.
B.	Tier 1: To establish high quality remote learning through the planning and delivery of a broad curriculum which is accessible to all pupils.
C.	Tier 2: To provide individual or small group support for pupils to ensure they are able to 'catch up' with ARE in English and Mathematics
D.	Tier 2: To provide individual support for pupil's wellbeing and SEMH needs through specialist or in school support.

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

E.	Tier 3: To work closely with parents to develop engagement in children's learning and improve attendance
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F.	Tier 3: To ensure that all pupils have access to devices to support remote learning or access to tutoring programmes
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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 Quality First Teaching through the provision of quality CPD.
(Addressing barriers *A and B*)

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<i>Add specific key actions</i>				
<p>Tier 1: A</p> <p>To develop teaching, AFL and use of feedback across the school to ensure that all pupils make good progress in all lessons</p> <ul style="list-style-type: none"> • Training Day – Liz Mynott – focus on developing planning for progress and use of AFL • TA meetings/CPD (JH) – (ref making best use of TAs - EEF) • Individual targeted support for teaching staff (JH) • Consultant support – Mathematics Liz White – quality of teaching, CPD on interventions and measuring impact, English Jess Steele – focus on spelling, • Liz Mynott- 14/12, 28/1, 29/1, 2/3, 30/4, 7/6 – support to focus on quality of teaching and learning, use of AFL, curriculum provision and leadership, individual coaching and support. • Developing feedback (EEF+8) through review of the feedback policy, CPD and regular reviews of success and areas to improve. <p>PDMs and staff training dedicated to developing QFT and improving outcomes for all pupils – Autumn Term 2020</p>	<p>DHT HT</p>	<p>Weekly Learning Walks (QFT focus) and Book scrutinies FH JH</p> <p>AIO - termly moderation of QFT across the school</p> <p>JS - half termly learning walks with Eng Lead/T&L lead to evaluate teaching of spelling, reading and writing and identify areas for further improvement; QFT in English lessons</p> <p>EW - evaluate teaching of fluency, reasoning and calculation; QFT in Maths through half termly learning walks with Maths Lead</p>	<p>Teaching is consistently good across the school with areas of outstanding teaching and learning.</p> <p>Whole class teaching is carefully planned to meet children's learning needs – based on assessment data.</p> <p>Quality of teaching has a positive impact on all children's learning. All children make good progress from September baseline to DD1.</p> <p>AFL is used effectively to ensure teaching is responsive to pupil needs</p> <p>Feedback is used effectively to ensure children know what and how to improve; they are supported as required to address gaps in their learning during lessons or prior to the next lesson. (EEF +8)</p>	<p>3 x Liz Mynott £500/day 2 x Jess Steele £350/day 2 x Liz White £350/day</p> <p>Release time for staff 8 x £80/half day £640</p>

<ul style="list-style-type: none"> - Mathematics PDM 23/9/20 — priorities for school improvement and how to meet them - English PDM 30/9/2020 – priorities for school improvement and how to meet them - TA Meeting Wed 23/9/20 – supporting AFL in the classroom - Effective Interventions – CPD planning and measuring the impact Teaching staff: 5/10/2020 CPD TA staff: 7/10/2020 Liz Mynott – 14/12/2020 – AFL and Feedback <p>Spring Term</p> <ul style="list-style-type: none"> - Liz Mynott CPD – QFT teaching and learning; assessment and its use in improving progress 28/1 29/1 2/3 30/4 - Jess Steele – targeted support ind teachers and whole school writing development - Liz White Targeted support and whole school Maths development <p>Summer Term</p> <p>-Liz Mynott training day 7/6 TBA</p>			<p>Individual children are targeted for additional support within the classroom and progress monitored and impact is measured.</p> <p>Pupils identified as needing to make increased progress to meet ARE are targeted in class for specific, targeted in class support from Teacher and TA</p>	
<p>Tier 1:B</p> <p>To establish high quality remote learning through the planning and delivery of a broad curriculum which is accessible to all pupils.</p> <ul style="list-style-type: none"> - Purchase school Zoom accounts for teaching staff - CPD (16/9/2020) to ensure all staff are able to set up and use Zoom to provide live lessons for all pupils who are learning from home -Map the ONA and other resources for lessons against the long term map and the medium term planning for each term for each year group - Audit which families do/do not have technology at home to access remote learning if needed - Review of Live lessons in PDM – staff CPD – maintaining high standard of quality first teaching while delivering live lessons 12/10, 9/11 	DHT HT	<p>Review of planning of Remote Learning and the provision of Live Lessons – review coverage and quality</p> <p>Evaluate progress of children who have been effected by Covid – target support as needed when return to school.</p>	<p>Any pupils who are self isolating or learning at home have access to high quality teaching and learning in all subjects.</p> <p>Staff have dedicated time to ensure that the online curriculum provides quality teaching and learning in all subject areas.</p> <p>Feedback from parents and pupils is used to inform developments and improvements</p> <p>Pupils who have been affected by Covid 19 continue to make progress and maintain standards in Maths and English; data at AP1 reflects progress is in line with rest of class.</p>	4 x mornings release time @ £80/morning = £360

<ul style="list-style-type: none"> -Monitor quality of remote provision and gather parent and pupil feedback to inform improvements. - Release time for teaching staff to plan and organise timetables and lessons for online learning. - Subscribe to online learning platforms to support Catch Up at home (funding in intervention section) 				
			<p>Total budgeted cost</p>	<p>£360 £3540 = £3900</p>

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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 *C and D*)

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
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<p>Tier 2:C To provide individual or small group support for pupils to ensure they are able to 'catch up' with ARE in English and Mathematics (including use of an NTP tutor) (EEF small group tuition +6)</p> <p>Provide 1-1 tuition for pupils from school teaching staff or support staff – Maths and English (EEF One to One Tuition +5) (EEF Reading Comprehension Strategies +6)</p> <p>Intervention planning</p> <ul style="list-style-type: none"> - Assessments inform intervention groupings following PP Meetings WB 28/9/2020 WB16/12/2020 - Intervention programmes planned and organised for all pupils who will benefit from Catch up support - Purchase effective recommended intervention programmes <p>:Shine Reading and Maths, Phonics resources (Read Write Inc), -intervention sessions: TSL – weekly for selected Year 5 and Year 6 pupils; Switch On Reading at least 3x weekly; Maths Interventions 2x weekly; phonics sessions daily; Inference Reading sessions 2x weekly</p> <ul style="list-style-type: none"> - Organise access to T S L intervention and tutoring at home for disadvantaged pupils through CU and PP funding (EEF +4) - Ensure all pupils, especially disadvantaged pupils, can access texts at home (MyOn/Accelerated Reader EEF Promising Projects +3) 	<p>DHT HT SENCO</p>	<p>Regular review of quality of intervention delivery (JH) 2x per half term</p> <p>Evaluate and review impact of intervention (10 weeks maximum) FH and JH</p> <p>Evaluate PIRA PUMA and GAPS scores at each DD.</p> <p>Writing moderation through book looks to identify areas for further development</p>	<p>All children make accelerated progress and gaps identified from assessments and AFL are 'filled'</p> <p>Children achieve ARE in Summer assessment DD2</p> <p>Impact of Teaching Assistants is high (ref EEF Making Best Use of TAs)</p> <p>Learning in small group/1-1 interventions is closely aligned with whole class teaching so that learning can be transferred.</p>	<p>SB Monday afternoons: 25 x £70 = £1750 3 x groups of 6 Year 6 pupils</p> <p>VE Friday afternoons 25 x £65= £1625 4 x groups of 6 Year 6 pupils</p> <p>CE Wednesday and Friday afternoons 5/10 to 18/12 20 x 4 x £11= £ 680</p> <p>JH 2 x 1 hour 2 FH 1 x 1 hour</p> <p>Shine Reading and Mathematics Interventions: £400 (other £400 from PP budget)</p>
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<p>Staff training and CPD</p> <ul style="list-style-type: none"> - TA staff CPD (Liz White, Jess Steele, JH, FH) – effective interventions and Catch-Up support - Teacher and TA CPD – measuring the impact of interventions date: Week beginning 5th October. - TA meetings – fortnightly with JH – developing understanding of leading Reading and Maths interventions. <p>Interventions and diagnostic assessments used:</p> <ul style="list-style-type: none"> • YARC Reading Assessment • Nessy Spelling Intervention (diagnostic tool included) • Spelling Shed • <i>Third Space Maths tuition</i> • RWrlnc Fresh Start Phonics Intervention sessions • Collins Secure Maths (Y2 – Y6) • SHINE Reading Intervention • SHINE Maths intervention (PP) • PM+ reading intervention <ul style="list-style-type: none"> ● Phonics interventions for Year 3-6 children based on assessment results ● Switch on Reading for selected pupils Y3-6 to develop their reading fluency ● Reading Inference intervention to develop comprehension Y3-6 ● 'Write from the Start' handwriting intervention Y3-6 ● Year 6 writing intervention by SB - Grammar into Writing for key marginal children. ● Year 6 writing intervention by VE - purpose and audience to develop the writing of key marginal children and greater depth writers. ● Collins Secure Maths intervention Y3-6 ● SHINE maths and reading intervention Y3-6 ● Third Space Learning Y5-6 <p>All interventions take place at least weekly – see detailed intervention plan for timings and duration</p>				
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<p>Purchase Century Tech Learning Platform for use in interventions and for Homework</p>	<p>DHT</p>	<p>JH - Monitor weekly class and individual use of Century and Assessment results from weekly activities</p>	<p>80% pupils access Century Learning at home Century is used for interventions – try Spring 1 – review after half term for impact</p>	<p>£1950</p>
<p><i>National Tutoring Programme</i></p> <p>Use tutors from NTP to provide 1-1 support – Maths and English</p> <ul style="list-style-type: none"> - Provision from November to Summer Term for individual children - Identify children who continue to need 1-1 support, - Provide individual tutoring either in school or before/after school - 1-1 learning is planned to be closely aligned to coverage in class so that links and reinforcement of learning is maximised 	<p>HT</p>	<p>Pre, mid term and post assessments show progress towards ARE – evaluate regularly with class teacher and identify links that can be made with whole class learning</p>	<p>T2 T4 and T6 assessment results show that attainment is closing the gap to ARE in Pira, GAPS and Puma assessments; pupils are making sustained, improved progress in Reading, Maths, SPAG</p> <p>All children who have NTP tutors make improved progress as gaps identified from assessments and AFL are filled and children's achievement closes gap to ARE in Dec/Spring/Summer assessment</p>	<p>£612 (Reduced due to lockdown)</p>
<p><i>Third Space Learning</i></p> <ul style="list-style-type: none"> - Access Third Space Learning subsidised places (some additional provision funded through the PP funding.) - Allocate pupils to take part in the 1-1 tutoring programme, where they are able to access 1-1 tutoring for 1 hour per week. - Review provision and impact at the end of each half term - change children if needed. 	<p>DHT</p>	<p>Monitor impact of 1-1 tuition on a half termly basis, in line with children's assessment results.</p> <p>Allocate places based on greatest need in terms of progress and attainment to try to close gaps.</p>	<p>Children make accelerated progress towards the expected level of attainment for their age.</p> <p>Children make an average of 5 SS points on PUMA Standardised Scores.</p>	<p>Third Space Learning Intervention: £4620</p>
<p>Tier 2: D To provide individual support for pupil's wellbeing and SEMH needs through specialist or in school support. (EEF Social and Emotional Learning +4)</p> <p>Provide SEMH support programmes for individual or small groups of pupils 1-1/small group interventions</p> <ul style="list-style-type: none"> - Conduct Thrive assessment on pupils Y3 – Y6 to establish baseline (Baseline Dec 2020) 	<p>FSW</p> <p>Senco</p> <p>Wellbeing Team</p>	<p>Review impact of individualised, small group and whole school SEMH provision – measure impact using Thrive Assessment termly.</p>	<p>Children's SEMH needs are being met and children are better able to learn. Pupils develop strategies to recognise and manage emotional behaviour Pupils' anxiety levels reduce Pupils increase resilience Behaviour incidents reduce</p>	<p>FSW extra hours 27x 3 hours = 81 hours = £1215</p> <p>MHFA 2-day training £300 Mindfulness sessions £300</p> <p>Wellbeing and SEMH groups and 1-1 sessions 3 x 4 groups and 8 x 1-1 sessions</p>

<ul style="list-style-type: none"> - FSW extra hours to provide 1-1 SEMH sessions for higher needs SEMH pupils and pupils with multiple disadvantages – 6x PLAC pupils 20 minutes/per week (2 hours) - 3x high need safeguarding/at risk children 20 minutes per week (1 hour) - 2-day accredited training for 1 x member of staff on Mental Health First Aid training £300 https://www.eventbrite.com/e/youth-mental-health-first-aid-2-day-course-tickets-121397343723?aff=ebdssbdestsearch - Team Teach Behaviour Training – wellbeing and positive behaviour focus throughout school - Thrive SLT training - Provide intensive 10 week programme for individual pupils – baseline and review impact <p>Whole school Develop a whole school approach to providing SEMH support for identified pupils</p> <ul style="list-style-type: none"> - Wellbeing Team – develop roles and clear action plan for identification and provision, including development of the Thrive approach and practice - Increase staffing capacity by staff increasing hours of key staff as required (FSW, Thrive Mentor,) to ensure that Thrive wellbeing interventions can be run based on assessed needs, from January 2021. 	<p>Thrive Lead Practitioner</p>		<p>Children’s scores on Thrive reflect progress being made</p> <p>8 / 9(89%) pupils show improvements in Thrive Assessment scores of 20%or more</p> <p>Children with SEMH needs are effectively identified and relevant programmes implemented to meet needs.(from January - Spring 1 2021 to July 2021)</p>	<p>24 x 2 hours @ £11/hour = £528</p>
			<p>Total budgeted cost</p>	<p>£14,180</p>
<p>Tier 3: Wider Strategies (Addressing Barriers <i>E and F</i>)</p>				
<p>Key Actions</p>	<p>Staff Lead</p>	<p>Monitoring</p>	<p>Success Criteria</p>	<p>Cost</p>

<p>Tier 3: E To work closely with parents to develop engagement in children's learning and improve attendance</p> <ul style="list-style-type: none"> -FSW to work closely with parents who are anxious about pupils attending school - support from Wellbeing Team for pupils who are anxious about being at school - regular support for children and parents who are self-isolating/not at school, from classroom staff to ensure pupils still feel included and involved. <p>Planned programme of phone calls etc to improve parental engagement during lockdowns/when children are isolating – lend Chromebook, support with learning, FSW/LM contact and support with wellbeing</p> <p>Total weekly support : 2 hours per week</p>	<p>FSWS SENCO DHT</p>	<p>Review attendance levels weekly and identify parents and pupils for targeted support (below 96%)</p> <p>Evaluate impact of support through review of attendance, engagement and talking to parents.</p>	<p>Attendance is 96%+ for pupils identified as at risk of low attendance</p> <p>Anxiety is reduced and emotional wellbeing is improved– measured on Thrive Assessment</p>	<p>FSW 2 hours/week =64 hours x £15 = £960</p>
<p>Tier 3: F Enable all vulnerable/PP pupils to have access to technological devices at home to enable effective live/home learning/ access to intervention and catch up programmes</p> <ul style="list-style-type: none"> - Audit evaluated and support identified for parents to provide technology - to provide devices for learning at home as needed – outlined above (Tier 1: B) prioritise disadvantaged pupils and children in larger families with 3+ siblings - access to tutoring programmes - outlined above (Tier 2 C) – prioritise disadvantaged pupils - Apply for laptop through laptop scheme for child now allocated a SW. 	<p>DHT FSW</p>	<p>List of priority families identified Devices allocated/costed</p> <p>Register of frequency of access to live learning/ login to applications</p> <p>All disadvantaged pupils have access to remote learning through use of appropriate technology</p>	<p>Pupils are able to access seamless home learning, additional learning and tuition</p> <p>100% access to all lessons and online interventions</p>	<p>No cost as school has a 30+ spare devices</p> <p>Online intervention programmes included in costings above</p>
			<p>Total budgeted cost</p>	<p>£1050</p>
			<p>Overall Cost</p>	<p>Tier 1: £3900 Tier 2: £13980 Tier 3: £960 = £18840</p>

Additional detail

This statement has been produced following the Trust guidance which, in turn, has been informed by:

- o DfE guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- o EEF: *Covid-19 Support Guide for Schools*
- o EEF: *Rapid Evidence Report: Distance Learning*
- o EEF: *Making Best Use of Teaching Assistants.*
- o EEF : Teaching and Learning Toolkit (Evidence Based Interventions)
- o EEF: Promising Projects (Accelerated Reader (+3))