

Catch Up Strategy Statement

Summary information

School	Riccall Community Primary School		
Academic Year	2020-21	Total number of pupils on roll	188
Date of Strategy	November 2020	Total Catch Up budget	£15,120

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
Y1	3	1	Y4	11	3
Y2	9	1	Y5	6	0
Y3	5	2	Y6	5	2

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

A.	<i>Tier 1: Subject matter not covered due to partial school closure</i>
B.	<i>Tier 1: Access to reading material at the appropriate level</i>
C.	<i>Tier 1: Access to high quality online learning provision to support homework and in the case of classes/whole school being 'closed'</i>
D.	<i>Tier 1: Access to high quality PSHE materials to support the development of children's social, emotional and mental health</i>
E.	<i>Tier 2: Targeted intervention to support gaps in reading attainment</i>
F.	<i>Tier 2: Targeted intervention to support gaps in mathematical understanding</i>
G.	<i>Tier 2: Investment in tools to measure the impact of SEMH-targeted interventions</i>

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

H.	<i>Tier 3: e.g. attendance</i>
I.	<i>Tier 3: e.g. access to devices</i>

Planned actions and expenditure				
The three headings below enable schools to demonstrate how they are using the Catch-up premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
Tier 1: Teaching and Whole School Strategies: To ensure subject matter not covered due to partial school closure is identified and addressed.				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Teachers will use updated WRM planning, which includes coverage of previous term's maths objectives.	NW	End of term assessments Pupil Progress meetings Data analysis Question level analysis	End of year assessments at least match the levels achieved by the cohort in 2019	£0
Maths baseline assessments analysed to identify whole school trends/gaps in understanding that need to be addressed.	NW	Coverage in Early Bird Maths End of term assessments Pupil Progress meetings Data analysis Question level analysis		£0
Curriculum planning for last term to be checked to see if Y3 & Y5 have missed teaching of essential objectives from the National Curriculum, which need to be included in this year's themes.	NW	Knowledge organisers Theme planning Termly assessments	Planning adapted to include any missed objectives Assessments show that any missed objectives have been identified, taught and assessed.	£100 – possible additional release for NW, if required
Tier 1: Teaching and Whole School Strategies: To ensure unlimited access to reading books at all levels				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
School will subscribe to Bug Club reading scheme online to ensure that there is no delay in children accessing reading books due to quarantining of books, insufficient books or school/bubble closure.	KM/KN	Phonics screening End of term assessments Pupil Progress meetings Data analysis	End of year assessments at least match the levels achieved by the cohort in 2019	£1099
Tier 1: Teaching and Whole School Strategies: To ensure access to high quality online learning provision to support homework and in the case of classes/whole school being 'closed'				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
School will subscribe to 'Seesaw' to further develop the practice which was developed during the summer term and to meet the requirements set out by the government.	AMS	Adherence to Seesaw policy Monitoring use by teachers and pupils Feedback from teachers, pupils and parents.	Home learning, in any contact, meets the criteria set out in the National Curriculum and the requirements set out in the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction .	£699.60
Tier 1: Teaching and Whole School Strategies: To ensure access to high quality PSHE materials to support the development of children's social, emotional and mental health				

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
School will buy the 'Jigsaw' PSHE planning resources, to ensure that high quality PSHE is consistently taught across the school.	NW	Monitoring use by teachers and pupils Feedback from teachers, pupils and parents.	PSHE lessons are regularly taught, as part of the weekly timetable. Pupil surveys evidence higher levels of resilience and happiness in school	£1925
			Total budgeted cost	£2624.60

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 E-G)

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Release KD (phonics specialist) to run interventions for children in Y2-4 with identified gaps in phonics knowledge/application.	KD, KM/KN	Half-termly review of impact of interventions A2 phonics screening for Y2 Phonic assessments	Children make accelerated progress in phonics Any identified 'gaps' are addressed and rapidly closed All of Y2 pass the phonics screening by the end of the year	KD = £17.12 p/h x 6hrs = £102.72 p/w x 22 weeks = £2,259
CK will support interventions in Y1-3, working with identified children to follow up with lesson content and address identified gaps	CK, NS	End of term assessments Pupil Progress meetings Data analysis	Identified children make accelerated progress in identified areas. Any identified 'gaps' are addressed and rapidly closed	£3132
GA to be employed for 1 hour a day to target children in Y1 who are not reading regularly at home	KZ, GA	End of term assessments Pupil Progress meetings Data analysis Y1 phonics screening data	Children make accelerated progress in reading Any identified 'gaps' are addressed and rapidly closed All of children passing the Y1 phonics screening	£GA=£12 p/h x 5hrs = £60p/w x 6weeks = £360
CT used to teach 1stClass@Number sessions to identified children in Y2-4 from Jan 2021	CT, NW	End of term assessments Pupil Progress meetings Data analysis	Children make accelerated progress in maths Any identified 'gaps' are addressed and rapidly closed All of children achieve the 'expected' standard for their year group, by the end of the year	CT = £185 per day x 11 weeks (Spring term) = £2035
School will purchase the resilience and engagement scale toolkit to measure the impact of SEMH interventions	CA, KZ	Intervention SMART targets Report to SENDCo	Any children identified make progress on the scale and are able to fully integrate into normal classroom routines and structures	£100

			with minimal support.	
School will use the NTP to provide 15 hours of tutoring for reading comprehension intervention	NS	Reports produced by Teaching Personnel	Children make accelerated progress in reading comprehension Any identified 'gaps' are addressed and rapidly closed All of children achieve the 'expected' standard for their year group, by the end of the year	£1,282.50 (£213.75 x 6 groups of 3)
			Total budgeted cost	£9,169.34
Tier 3: Wider Strategies (Addressing Barriers <i>E and F</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
			Total budgeted cost	
			Overall Cost	

Section 4: Planning for the Effective Use of the Catch Up Premium

The DfE has now updated its guidance (04.08.2020) on the Catch-Up premium.

Funding

To reiterate, the £650 million universal catch-up premium funding will be available for each individual school. Allocations will be calculated on a per pupil basis, providing each school with a total of £80 for each pupil in Reception through to Y6. (ie. 105 pupils = £8400; 210 pupils = £16,800)

The funding will be provided in 3 tranches:

- ☐ First payment: Autumn 2020, based on pupil numbers (Jan 2020 census).
- ☐ Second payment: January 2021, based on updated pupil numbers (October 2020 census). This will take account of the initial payment so that schools will receive a total of £46.67 per pupil across the first 2 payment rounds.
- ☐ Third payment: Summer Term 2021, a further £33.33 per pupil to complete funding to £80 per pupil.

Catch Up Approach and Use of Funding:

The 3-Tiered Approach to Catch Up consists of:

- ☐ First Tier: Teaching and Whole School Strategies
- ☐ Second Tier: Targeted Support
- ☐ Third Tier: Wider Strategies

First Tier: Teaching and Whole School Strategies:

- ☐ curriculum planning (for remote and in class provision);

- ☐ delivering 'live' remote learning simultaneously whilst not detrimentally impacting on QFT in the classroom;
- ☐ focused training on the effective use of technology;
- ☐ how to carry out effective gap analyses based on standardised testing and teachers' on going assessment to prioritise learning of greatest benefit.

Second Tier: Targeted Support:

- ☐ To provide effective intervention strategies which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. e.g.
- ☐ To prioritise the implementation of 1:1 and small group provision for English and Maths, including the use of a NTP tutor (see below);
- ☐ (If applicable: To employ a NTP Academic Mentor (see below) to provide in house 1:1 and small group interventions and focussed in class support);
- ☐ To implement other effective interventions e.g. SEMH focussed, where needed.

Third Tier: Wider Strategies:

e.g.

- ☐ To implement support for parents: e.g. to increase attendance and engagement levels;
- ☐ To ensure access to technology: facilitating access to online tuition and remote learning.