

Catch Up Strategy 2020-21

1. Summary information					
School	Peover Superior Primary School				
Total number of pupils	94	Total Catch Up Funding	£7040	Date	October 2020

2. Summary of approach taken by school to develop this strategy
<p>Alongside an initial focus on pupil wellbeing, class teachers have focused on recommencing the teaching of the curriculum. In core subjects the early focus has been on assessing the impact of school closures on children’s attainment. Pupil Progress Meetings were held towards the end of September, involving the class teacher, AHT and headteacher. Those children who had been on track pre closure, but who currently appear not to be on track were identified and discussed. Appropriate QFT strategies and interventions were identified and recorded. These will be reviewed during December PPMs.</p>

3. Current attainment						
	National 2019		School 2019		PP School 2019	
	ARE	GDS	ARE	GDS	ARE	GDS
% achieving expected standard or above in reading, writing & maths, Year 6	65%	11%	75%	38%		
Attainment in reading						
Progress in reading	0.0		-0.1		(too small numbers)	
Attainment in writing						
Progress in writing	0.0		0.9		(too small numbers)	
Attainment in maths						
Progress in mathematics	0.0		0.2		(too small numbers)	
% achieving expected standard or above in reading, Year 2	75%	-	70%	10%		
% achieving expected standard or above in writing, Year 2	69%	-	70%	10%		
% achieving expected standard or above in maths, Year 2	76%	-	70%	10%		
% achieving expected standard in Phonics Screening Check, Year 1	82%		92%			
% achieving Good Level of Development, Reception	72%		93%			

4. Academic priorities to be addressed	
A	KS2 Writing – basic skills such as spelling and handwriting, punctuation and grammar and independence. Children have had less opportunity to write than they would have had they been in school. Basic skills have been forgotten and independence is less than is typical for this time of year.
B	KS1 – phonics application in writing, letter formation and handwriting are poor. Some children need reading miles
C	Maths – basic skills. Youngest writing numbers, KS1 number bonds, KS2 times tables facts, arithmetic skills
Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates)	
D	Targeted intervention needed for small number of children with mental health needs arising from closure experiences
E	Independence – more reliant on adult support, less willing to give things a go

5. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A and B	Writing – basic skills – punctuation, spelling and grammar, handwriting - evident in writing. Independence back to pre-lockdown levels or better. Quality of written work age appropriate	Proportion of children on track to meet age related outcomes in writing in each year group in line with at least pre lockdown levels
B	Vast majority – meet phonics expectations by time of screeners and applying phonics into their writing with accuracy and confidence.	Proportion of children on track to meet age related outcomes in phonics (Y2 December 2020, Year 1 Summer 2021) and writing in each year group at least in line with pre lockdown levels
C	Maths – basic skills sharp for vast majority of children.	Proportion of children on track to meet age related outcomes in maths in each year group in line with pre lockdown
D	To improve children’s mental health, signposting support beyond school for those who need it	Children’s wellbeing effectively supported (pupil voice to ascertain termly)
E		Resilience, independence improved and retained (teacher voice)

6. Planned expenditure						
i. Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Maths curriculum redesign to close gaps 1) Deliver ready to progress criteria 2) Additional maths sessions to practise skills/ address gaps	Supporting accelerated progress, enabling children to get back on track quickly in maths	EEF evidence that QFT has high impact	Monitoring by subject leader and HT Staff development discussions Support from Maths SLE and Wirral Maths Hub	PW	At all PPMs including baseline, Xmas, Easter and Summer	Additional monitoring and peer development time – cover in house
Writing curriculum redesign to close gaps 1) Spelling & grammar – revisiting previous year group objectives. 2) Additional sessions to practise skills	Supporting accelerated progress, enabling children to get back on track quickly in writing	EEF evidence that QFT has high impact	Monitoring by subject leader and HT Staff development discussions	EC	At all PPMs including baseline, Xmas, Easter and Summer	Additional monitoring and peer development time – cover in house
Same day interventions – teacher led, TA oversee class learning (as advised by EEF)	Closing learning gaps as they are arising / keeping children on track with new learning	Support children in closing gaps in learning as they arise, EEF high impact strategy	SLT monitoring SENCO support – provision mapping	LH	Ongoing and more specifically end of September and December 2020 at PPMs	Additional adult support in classroom to facilitate provision*
After school tuition groups Y6 plus targeted Y5s – GDS	Accelerated progress to support children in meeting ARE/ GDS	Targeted teaching for all pupils in small groups has had previous success – teacher led	SLT monitoring	LH	Ongoing and more specifically at PPMs	Teacher time and dedication – no financial cost
KS1 increasing reading miles – middays 2 afternoons per week	Accelerated progress to support children in meeting ARE/ GDS in reading	Previous experience of success	SLT monitoring	LH	Ongoing and more specifically at PPMs	£1500
Century-Tech purchased to support all children in extra opportunities to practise basic skills at home and school and to support potential need for increased learning from home if a child isolates/ bubble closes	Children to have increased opportunities to revisit and practice basic skills – closing gaps	Missed practising opportunities due to school closure. Scope to target extra practise out of hours and be more bespoke.	Monitoring by SLT		Ongoing and more specifically end of September and December 2020 at PPMs	£1200
				Total Budgeted Cost:	£3750 + *TA hours – see note at end	

ii. Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Acceleration towards needs assessment for 3 children – tightly focused teaching, provision mapping	Precision teaching to meet needs – supporting children in making progress	EEF SEN guidance report - Complement high quality teaching with carefully selected small-group and one-to-one interventions	Monitoring by SENCO and HT.	AES	Ongoing and more specifically December 2020 at PPMs	SENCO time – in house cover
Diagnostic assessment inc specialist for targeted pupils (4 x full dyslexia screener @ £350)	Being aware of children’s specific needs to plan for teaching	Precise assessment leads to opportunities for more targeted teaching	SLT and SENCO monitoring	LH AES	Ongoing and more specifically December 2020 at PPMs	£1400 Other resources within school – additional adult time to facilitate*
BR@P – 3 x per week for identified children	Support increased proportion of children (vast majority) in achieving ARE	EEF evidence of impact from effective implementation	Monitoring by reading lead	EC	Ongoing and more specifically at PPMs	Additional trained TA hours*
Precision teaching for individuals for phonics, writing skills and maths – 1 hour per day (throughout school for identified individuals)	Support increased proportion of children (vast majority) in achieving ARE, targeting individual gaps	Evidence of impact from previous use of this approach	Monitoring by HT and subject leads	LH	Ongoing and more specifically at PPMs	Additional trained TA hours* - sometimes releasing class teacher to lead
UKS2 inference training – TA hours 2 hours per week	Support increased proportion of children (vast majority) in achieving ARE in reading	Evidence of impact from previous use of this approach	Monitoring by HT and subject leads	EC	At PPMs at the end of each term	Additional trained TA hours*
KS2 – additional adult in LKS2 to target maths and reading	Support increased proportion of LKS2 children (vast majority) in achieving ARE/ GDS	High impact from TA based within other classes – extending provision to include LKS2	Monitoring by HT and subject leads	LH	At PPMs at the end of each term	£4000
				Total Budgeted Cost:	£5050 plus additional adult hours* - see note at end	

iii. Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Cool Connections UKS2 – 1 hour per week – 1 hour per week x 12 TA	Children’s mental health to be well supported	Positive outcomes for children from use of programme previously	Monitoring by HT and subject leads	PW	Ongoing discussion with staff	Additional trained TA hours*
Continue to embed Metacognition and self-regulation strategies (See SDP)	Children can manage their own feelings and emotions	EEF recommended high impact approach	Monitoring by SLT		Ongoing and more specifically at PPMs	Included in QFT above
				Total Budgeted Cost:	Additional adult hours* - see note at end	

<p>Our budget is £7040, planned spend £9,150 plus additional adult hours. The catch-up strategy is meeting <u>some</u> of the cost of the identified plans for catch up. Other money from school budget and human resource will be carefully targeted to bring the additional capacity we need. The full success of this strategy also relies on the strong staff team at Peover who are committed to delivering above the day to day expectations put upon them to help each child to catch up.</p>	Total Budgeted Cost:	£9,150 + additional adult hours
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Spring Term Review of Progress Against Strategy

Summer Term Review of Progress Against Strategy