



Catch Up Strategy 2020-21



1. Summary information					
School	St Marie's Primary, A Catholic Voluntary Academy				
Total number of pupils	245	Total Catch Up Funding	£19,600	Date	29.10.20

2. Summary of approach taken by school to develop this strategy
<p>Baseline assessment for 2020 Reception cohort</p> <p>Phonics assessments carried out on all Reception and KS1 children and analysis of gaps/action plan</p> <p>Engagement in Education Endowment Foundation Materials School Planning Guide 2020-2021 and National Tutoring Programme</p> <p>Strategy designed in collaboration with all teaching and support staff and redeployment of resources to meet identified academic need has been given the highest priority</p> <p>Staff, key stage 1 and 2 'Reading for Pleasure' questionnaires</p>

3. Current attainment			
	National 2019	School 2019	Pupil Premium School 2019
% achieving expected standard or above in reading, writing & maths, Year 6	65%	80%	50%
Progress in reading	0.00	2.20	0.50
Progress in writing	0.00	0.50	0.33
Progress in mathematics	0.00	1.00	-3.63
% achieving expected standard or above in reading, Year 2	75%	62%	
% achieving expected standard or above in writing, Year 2	70%	63%	
% achieving expected standard or above in maths, Year 2	76%	70%	
% achieving expected standard in Phonics Screening Check, Year 1	82%	93%	
% achieving Good Level of Development, Reception	72%	90%	

4. Academic priorities to be addressed	
A	Baseline on entry in Reception indicates on average 25% below within language and communication – speaking, language and attention. 14% have SALT involvement.
B	<p>25% of children who have entered Y1 are below for reading and phonics. Target would be understanding and comprehension.</p> <p>33% of Year 2 children are currently working below and need to be targeted to ensure they progress and pass the phonics screening test in autumn term 2, 2020</p> <p>20% of current Y3 children still need phonics input; additionally 2 children with EHCPs need targeted phonics input.</p> <p>Y4 children identified as needing phonics input</p> <p>Y4 Poor KS1 SATs - closing the gaps in maths and English (reading, writing and comprehension)</p> <p>Y5 academic progress being negatively impacted due to lack of immaturity, emotional regulation and behaviours</p>

C	Children have missed key mathematical concepts which has impacted on their progress in autumn 1. Y6 gaps in preparation for SATS					
Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates)						
D	Bespoke programme of Emotional Health and Wellbeing for all stakeholders					
E	Access for all to online remote learning, and pastoral and safeguarding support in the event of the closure of a 'Bubble' of children					
F	Aim to maintain the high levels of attendance we have experienced during Autumn 1 (97%) as we progress through the autumn 2 and the spring terms.					
5. Intended outcomes (specific outcomes and how they will be measured)					Success criteria	
A	90% or more children will achieve a Good Level of Development as outlined in the revised EYFS Framework.				Moderation and monitoring throughout the year will mean diagnostic assessments will inform next steps and the curriculum will be tailored to ensure all children maximise the opportunities to meet the GLD.	
B	Attendance to remain consistent and above the national average				Attendance in September has been in excess of 97%. Children will be engaged with positive attitudes to learning and parents will feel confident that school is doing everything possible to mitigate the risk of infection.	
C	90% or more children will pass the phonics screening check in Y1 and Y2				As a result of a comprehensive and consistent approach to whole class phonics teaching alongside excellence in diagnostics and bespoke provision in small groups, the majority of children will pass the screening check in Year 2 in autumn 2, 2020 and also in Year 1 in summer 2021.	
D	Attainment in Key Stage Two statutory tests will remain above the national average.				Quality first teaching and instruction along with progression and coverage planning adaptations will ensure the KS2 curriculum is effectively delivered throughout the academic year. A programme of bespoke small group timely interventions will ensure children can deepen their understanding of each small step.	
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
Quality first Explicit teaching and instruction in all curriculum subjects but particularly in maths.	Through consistency on quality first teaching of basic skills in the autumn term, attainment in maths and English will be in	P8 of EEF Guide to supporting school planning states that explicit instruction is a key component of high-quality teaching	Pupil Progress Meetings at the end of each term	JF MF SLT	Oct half term and again at Christmas alongside PPM and finally spring	Net cost of £0.00

	<p>line with 2019 by EOY</p> <p>Rigour will not be lost in the delivery of the wider curriculum subjects and evidence in books will support that.</p>					
Strategies are explicitly taught to children to be applied in all curriculum areas	Staff training and CPD opportunities relating to Rosenshine Principles – see end of document	P8 of EEF Guide to supporting school planning states that Explicit teaching of strategies is a key component of high-quality teaching	Pupil Progress Meetings and opportunities for effective assessment of progress.	JF MF SLT All teaching staff	Summer term through lesson visits and staff meeting to support CPD	£1,000
Excellence in the provision of remote digital learning	Through Microsoft Teams and access to loaned laptops, children will have access to adequate technology, peer interactions online will improve learning outcomes. Retrieval strategies such as quizzes will help pupils retain key information. Staff training and engagement in ongoing CPD	P12 of EEF Guide to supporting school planning states how a focus on high quality well implemented remote learning will be beneficial for all children	Parent /Pupil Surveys technology survey. Additional survey on level of engagement in online learning.	JF MF SLT All class based teaching staff	Ongoing throughout the autumn/spring term both in terms of staff CPD and effectiveness of the policy in the event of a partial closure	£1,000

Focus on effective diagnostic assessment in reading, writing and maths – ex SATS papers, PIRA, PUMA, GAPS and writing TAs.	Effective diagnostic assessment will be deep rooted in classroom practice and will be linked to metacognitive strategies for recall and application of the learning of new knowledge and skills. Redeployment of staff to support this effort. Catch up teacher to support in Year 6 to ensure assessment informs next steps for the Year 6 cohort who are expected to take the KS2 SATS 2021	P10 of EEF Guide to supporting school planning states that understanding assessment can help teachers understand the small step components which contribute to the bigger picture of the child’s learning profile	Analysis and feedback of assessments through the pupil progress meeting schedule.	JF MF SLT All teaching staff	Ongoing throughout the autumn/spring term	£1,000
				Total Budgeted Cost:	£3,000	
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

<p>High quality small 1:1 and small group tuition for phonics in EYFS and KS1</p>	<p>Literacy Specialist to plan, manage & deliver high quality interventions and staff CPD to ensure that the usual trajectory of progress in reading is achieved by Christmas 2020. Emphasis will be on phonically decodable books alongside additional strategies based on the principles of RWInc.</p> <p>Systematic and consistent delivery of daily phonics throughout EYFS and KS1</p>	<p>P15 of EEF Guide to supporting school planning states that the evidence suggests one to one intervention can be a powerful tool to support pupils.</p>	<p>Regular professional development and CPD alongside diagnostic assessment and feedback from the expert Literacy and RWinc Lead.</p> <p>Leadership of the phonics programme by HG to ensure rigour, consistency of delivery and effective implementation of the strategy.</p> <p>HG to complete Literacy Specialist training with the English Hub/RWInc.</p>	<p>JF MF SLT All teaching staff</p>	<p>End of summer term</p>	<p>£2,000</p>
<p>Whole school initiative to develop 'Reading for Pleasure', including small group, 1:1 reading in school and teachers modelling their own reading in class.</p>	<p>English lead to manage and co-ordinate a 'Change Team' of staff representing both key stages, to drive the project. Parents and children understand the value of reading for pleasure and its impact on outcomes.</p>	<p>The Open University – Reading for Pleasure research.</p> <p>English Hub.</p> <p>P15 of EEF Guide to supporting school planning states that the evidence suggests one to one intervention can be a powerful tool to support pupils.</p>	<p>Regular professional development and CPD delivered by AFu to teaching staff, alongside diagnostic assessment, and feedback.</p> <p>Staff and pupil reading surveys to complete. Analysis of surveys to be shared with all staff.</p> <p>Purchase of class reading books to include new authors, and to widen the variety of books available to the children, including books representing BAME families and different socio/economic families.</p> <p>Staff to take time to read more books to enable them to make appropriate recommendations to</p>	<p>AFu Change Team JF MF</p>	<p>Ongoing and end of summer term.</p>	<p>£1,000</p>

			<p>individual pupils.</p> <p>Class timetables adjusted to allow increased 'reading for pleasure' time, time for staff and pupils to recommend books and discuss books informally. Time for staff to learn more about the reading habits of the children.</p> <p>Children given more control over what they read and where they read.</p> <p>Reading materials are made more accessible to pupils throughout the school day.</p> <p>Appropriate information about reading included in school weekly newsletter and shared at parent information evenings.</p>			
SALT Intervention both small group and 1:1 alongside whole class intervention in EYFS and where needed in school	Speech and Language intervention will prioritise children in Reception. This will involve working alongside the classroom practitioners to ensure high quality delivery of speech and language strategies within the classroom	P15 of EEF Guide to supporting school planning states that the evidence suggests one to one interventions can be powerful tool to support pupils.	Diagnostic assessments of key children will be made throughout the year to track progress and next steps. Parental engagement so that there is consistency across home and school.	FD EFYS Team MF JF	End of summer term	£3,000

Engagement in Nuffield Early Language Intervention	Staff CPD and resources and training to support the delivering of early language intervention for children in EYFS.ndsay	EEF endorsed research project fully funded by the DfE at part of the Catch-up Strategy and the Tutoring Programme	Full participation in the intervention and research in order to determine full impact	FD EFYS Team MF JF	End of summer term	Resources & training is free. Staff deployment to support the intervention - £2,000
				Total Budgeted Cost:	£11,000	
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
High quality support for targeted children in reading, comprehension and maths across the whole school	At the end of autumn 1, teachers will provide summative assessment, together with formative assessment from autumn 2 to prioritise children needing catch-up interventions. This will be delivered by a catch-up teacher, managed by the HT and DHT (SENCO).	DfE and EEF Guidance on catch-up funding.	Diagnostic assessments of focus children will be made throughout the year to track progress using a catch-up provision map. Monitored by SLT and HT & DHT. Pupil Progress Meetings and feedback from teachers and catch-up teacher.	JF MF SLT AB Teaching staff	Ongoing throughout the autumn/spring term	£15,000
Implementation of Emotional Health, Resilience and Well Being	Resilience and emotional well-being will be meaningfully combined within the academic curriculum. Bespoke Lessons delivered weekly to whole school by BT. Teachers to have daily mental health check-	EEF Guide to Improving social and emotional learning. P20 of EEF Guide to supporting school planning	Monitored by SLT and HT & DHT in their role as Mental Health Lead. Monthly referral meetings with EMHCP, Lizzie Hodgson.	BT JF MF SLT	Termly reviews Weekly check in	£1,000

	ins with children.					
Communication and support for parents	<p>Parents feel that school is a safe place for their children and attendance remains high.</p> <p>Parents feel clear about curriculum intent. Complex communication about curriculum intent is avoided.</p>	<p>Parental involvement plays key role in children's academic attainment, research shows: Plymouth and Exeter University research September 2019.</p>	<p>Continue to promote and use Microsoft SWAY for a weekly newsletter.</p> <p>A clear plan for parental communication including an online parents' evening will be put in place.</p> <p>An audit of the effectiveness of communication will take place to ensure key messages are clear, concise and understood by the community.</p> <p>Parent communication will be tailored dependent on the class and the age of children.</p> <p>Forms are online and EAL friendly.</p> <p>Twitter will be used to inform parents and positive relationships will be maintained through the SLT meet and greet at the school entrances each morning and afternoon.</p>	JF MF	Weekly	

Attendance monitoring and support	The school business manager and safeguarding team will address absence directly while sensitively exploring parents and pupils' concerns that may be inhibiting school attendance.	P20 of EEF Guide to supporting school planning	Children will feel safe and ready to learn; this will be reflected in the calm and purposeful atmosphere in school alongside high levels of attendance and parent confidence.	LAG JF MF AFe	Daily and monthly analysis	£1000
				Total Budgeted Cost:	£17,000	

Spring Term Review of Progress Against Strategy

Summer Term Review of Progress Against Strategy

17 Principles of Effective Instruction

The following list of 17 principles emerges from the research discussed in the main article. It overlaps with, and offers slightly more detail than, the 10 principles used to organize that article.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

—B.R.