

Appendix 3:

Catch Up Strategy Statement

Catch Up Strategy Statement			
Summary information			
School	Kislingbury C.E. Primary School		
Academic Year	2020-2021	Total number of pupils on roll	147
Date of Strategy	September 2020	Total Catch Up budget	146 x £80 = £ 11,680.00

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	9	0	Y4	5	3
Y2	7	0	Y5	7	0
Y3	9	0	Y6	11	0

In-school barriers to be addressed by Catch Up Funding (Tier 1 and 2)	
A.	<i>Tier 1: Consistent QFT across school due to reduced opportunities for whole school CPD since March 2020</i>
B.	<i>Tier 1: Teacher understanding of cognitive load theory and its impact on teaching approaches across the school</i>
C.	<i>Tier 2: Children who have been disadvantaged through 'lockdown' and have developed widening gaps between themselves and peers in English</i>
D.	<i>Tier 2: Children who have been disadvantaged through 'lockdown' and have developed widening gaps between themselves and peers in Maths</i>
External barriers to be addressed by Catch Up Funding (Tier 3)	
E.	<i>Tier 3: Equipment suitable to deliver QFT via 'live' teaching for all pupils</i>
F.	<i>Tier 3: Access to devices for disadvantaged pupils to access 'live' teaching</i>

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 <i>A and B</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Specific CPD designed and delivered by both the central team in our Academy Trust and internally to develop QFT skills for teachers and support staff. - Focus on modelling and use of questioning with initial focus on all teaching staff of classroom management and behaviour - This may need additional work with NQT / second year staff. - See also PP statement	<ul style="list-style-type: none"> • EHT • HoS • Subject leaders 	<ul style="list-style-type: none"> • Learning Walks, book scrutinise and data analysis conducted during the year by subject leads HT, consultants in Maths and English plus AIO clearly demonstrate higher standards in QFT across the school. 	<p>Ongoing CPD raises standards in teaching and learning for all pupils (including those on the Pupil Premium register). Standardised test scores of PP children demonstrate a 'closing of the gap' with their peers.</p> <p>See CPD register</p>	<p>Autumn term Supply In school cover – £ 560.00</p> <p>Use internal staff for cover over this</p>
Subject-specific CPD, delivered by Liz Mynott, Jess Steele, Katherine Towns, Katherine Milner and Liz White consultants, will develop the subject knowledge of staff through a series of sessions across the academic year and catering for the entire primary age group. This CPD will equip staff to deliver the vital procedural and	<ul style="list-style-type: none"> • HT • SLT • Subject leaders 	<ul style="list-style-type: none"> • Learning Walks in foundation subjects as part of the monitoring programme over the academic year carried out by HT and subject leaders - please see monitoring schedule for details 	<p>CPD raises standards in teaching and learning for all pupils, across the curriculum, including those on the Pupil Premium register. Teacher confidence and ability increases across all</p>	<p>CPD costs in above calculations</p> <p>Large number of CPD cost already in place through Trust planed CPD</p>

<p>declarative knowledge of a progression curriculum.</p> <p>See staff CPD file for specific dates / subject areas</p>		<ul style="list-style-type: none"> • Scrutiny of planning and books by HT and subject leaders 	<p>foundation subjects and in particular those subjects where teachers identify their own knowledge and skills gaps. Average standardised scores from baseline assessments (Sept 20 and March 21 , to end of term reviews December 20 and June 21 to show faster than average progress across all classes – Subject to lockdown arrangements</p>	
<p>Leadership training for Maths lead to allow whole school development NPQSL</p>	<ul style="list-style-type: none"> • SLT 	<ul style="list-style-type: none"> • Course feedback through meetings with HT and through inset provided by ML to whole staff 	<p>Increased focus on Maths through the school interms of QFT and leadership plus SLT development</p>	<p>£ 1350.00</p>
			<p>Total budgeted cost</p>	<p>£ 1910.00</p>
<p>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 and D</i>)</p>				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Standardised assessments (PIRA, GAPS and PUMA) and their resulting gap analysis will continue to be used to inform planning and next steps during the year (September 2020 Baseline (Summer 2020 tests) then end of Autumn, Spring and Summer terms). Results will then be analysed to identify specific groups of pupils who</p>	<ul style="list-style-type: none"> • English – <i>PIRA and GAPS</i> - Subject leader • Maths – <i>PUMA</i> – 	<p>Review of termly assessment data will be completed by the SLT, which will drive Pupil Progress Meetings. These are usually held 3 times per year but this year will also include one</p>	<p>Learning 'gaps' of groups are identified and steps taken to address these.</p> <p>These targeted pupils all make expected or better progress, closing the</p>	<p>Release time for subject leaders:</p> <p>Internal cover</p>

<p>have fallen behind or have misconceptions in specific areas (including those on the pupil premium register).</p>	<p>Subject leader</p> <ul style="list-style-type: none"> • Writing baseline review for all children Yr 1 up Subject lead 	<p>during Autumn 1 to discuss the September baseline. Scrutiny of work and lesson visits, scheduled to include members of the SLT, our Academy Improvement Officer and consultants from our trust.</p> <p>Analysis of data from baseline and end of each term to show progress over time picture and impact of interventions</p>	<p>attainment gap with their peers.</p>	
<p>Interventions will be delivered by our NTP Tuition Partner, 'Third Space Learning' to these small groups, during the school day where possible to utilise the tutors time.</p> <p>Effective liaison between class teachers and NTP tuition partner to ensure sessions build upon classroom learning and address identified gaps for individual pupils.</p> <p>Dates for tuition moved to March 2021 from January due to the second lockdown period</p>	<ul style="list-style-type: none"> • HT • SLT • Class Teachers 	<p>Scrutiny of planning of NTP and catch up work through pre assessments and ongoing assessment to ensure the success of the catch up work</p>	<p>These targeted pupils all make expected or better progress, closing the attainment gap with their peers.</p> <p>Base on costs of to school of £50.00 per pupils for 12 sessions (3rd Space Maths)</p> <p>Allow 10 pupils (2 x 5 pupil sessions)</p>	<p>10 pupils x 1 session over 3 terms weeks =</p> <p>2 terms only due to spring lockdown</p> <p>£ 1,530.00</p> <p>This is cost to us</p>
<p>Purchase of intervention system for maths and reading linked to the Puma and Piura assessments – 'Shine'</p>	<ul style="list-style-type: none"> • HT 	<p>Monitoring of planning and work in relation to gaps. On-going</p>	<p>Targeted pupils receive focussed support and interventions are</p>	<p>Annual cost</p>

	<ul style="list-style-type: none"> Maths and English Leads 	assessments to be reviewed as part of pupil progress meetings	<p>recognised to be of high quality.</p> <p>Pupils are closing the gaps</p>	<p>With PDET multi-school discount £640.00</p>
<p>Where required, individual and small groups of pupils will receive targeted support through high quality intervention session delivered by trained teaching assistants and the Maths lead. Intervention sessions will be planned by the class teacher and SENCo and will take place after the school day.</p> <p>KS1 teacher to work through the Summer term as HLTA to provide interventions for Year EYFS – Yr 2</p>	<ul style="list-style-type: none"> SENCo Individual Class Teachers 	<p>Scrutiny of work and lesson visits, scheduled to include members of the SLT, our Academy Improvement Officer</p> <p>Data analysis from baseline and termly assessments evaluated by SENCo to determine the success, or not, or the intervention and discussed at pupil progress meetings with SLT.</p> <p>Year 5 Maths group (5 pupils) Year 6 Maths group (4 pupils) Year 3 and 4 maths group – See NTP Year 6 reading groups 2 x 4 pupils Year 5 and 4 reading groups each 5 pupils</p> <p>Year 2 and 1 phonics groups – Review Year 1 and 2 after March 2021 post lock down assessments</p>	<p>Targeted pupils receive focussed support and interventions are recognised to be of high quality.</p> <p>Interventions are deemed successful when measured using standardise data from baseline and each term.</p> <p>On Cost for budget £ 11.38 / hour TA £ 12.52 / hour HLTA £ 28.45 / hour Teacher</p> <p>Targeted pupils all make expected or better progress, closing the attainment gap with their peers.</p>	<p>Phase 1:</p> <p>Autumn / Summer Term 4 x TA hours per week for 10 weeks 40 x 11.38 = £ 455.20</p> <p>Maths lead 2 hrs x 5 weeks X 28.45 = £ 285.00</p> <p>HLTA cost</p>

6 months x 2 days				£ 2,800.00
			Total budgeted cost	£ 5,710.00
Tier 3: Wider Strategies: To ensure adequate technology to deliver 'live' teaching to all pupils (Addressing Barriers <i>E and F</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Rehearse using 'live' teaching via Teams with all class teachers by end of Sep 2020. Identify gaps in equipment and technology and purchase resources as required ie ipad stands and headsets. Provide staff training on how to use equipment and deliver 'live' teaching sessions.	<ul style="list-style-type: none"> EHT 	EHT and HoS to drop into 'live' teaching session on a fortnightly basis to check on teacher ability to deliver QFT using technology.	Teachers confident on using equipment. Equipment purchased enables all children to access 'live' teaching during a period of isolation or lockdown.	Camera and micro –phone set for 5 classes. £ 30.00 each X 5 £ 150.00
Laptops to enable HLTA and TA to provide effective catch up work and planning. Plus laptops for any vulnerable pupils who cannot access live learning at home due to lack of IT equipment 2 x laptops + 3 x Laptops	<ul style="list-style-type: none"> HT SBM 	Monitor useage. Laptops for pupils to be on loan basis and pupils daily access to live teaching to be monitored by class teachers and reviewed with SLT/ HT	Laptops are provided on a loan basis to those pupils who have been identified (PP children priority).	Allocation 4 laptops at £ 500.00 each £ 1,900.00
Class resources for group reading development	<ul style="list-style-type: none"> 			£ 210.00
Identify pupils who require additional support for improving self-esteem and attitudes to learning. Support provided through FSW Children identified by class based staff and parental requests .	<ul style="list-style-type: none"> HT Class teachers FSW 	Class teachers to monitor well being and attitudes to learning from return in September	Identified pupils develop positive attitudes to school and themselves through the programme	Built into FSW costs.

	Total budgeted cost	£ 2,260.00
	Overall Cost	£ 10,384.00
Difference – Third Space learning lost 1 term in spring due to 2 nd lockdown. Additional internal tutoring by maths lead during second lockdown		£ 1,300.00 £ 500.00

Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

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.*

ResearchEd work linked to the work of John Sweller and Daniel Willingham on Cognitive Load Theory