



### **Catch-up Premium Strategy 2020-2021**

Academic year: 2020-2021	Total number of pupils: 156 (121 excl N)	Pupils eligible for PP: 8 +2 service, + 2EYPP	Pupils eligible with SEND: 12	Pupils eligible LAC: 1
Total fund allocated: £9680 Sep - Mar £5650, Apr - Aug £4030				

At St. Chad's C of E (VC) First School, within a caring Christian environment, we want to inspire confident learners who will thrive in an ever-changing world. Our mission and ethos is caring and Christian, this develops respect, self esteem and gives a voice for all. We believe that every children does matter as does every member of staff. We are a caring and inclusive school, whose principles are built on mutual trust and respect for all, our Christian Values are threaded through allowing everyone to flourish in God's world. Our vision, values, ethos and mission will be key in enabling all children to minimise the consequences of the pandemic. We are committed to providing the highest quality of education for all of our children regardless of barriers.

### **Overall Aims of our catch up premium strategy:**

- To reduce the attainment gap between disadvantaged pupils and their peers.
- To raise the attainment of all pupils and close the gap created by Covid-19.
- To return to a full curriculum by Summer 21 with all areas of learning being accessed.
- Fully prepare for transition into 21-22 academic year.

### **Core approaches: (Some of these were in place prior to funding allocation)**

- Training and coaching for staff.
- Investment in IT to support remote learning, in particular reading comprehension.
- Small group tuition and 1-1 support
- Great teaching is the most important lever to improve outcomes for pupils. Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils wellbeing and learning will enable effective support. Curriculum changes will be carefully planned to concentrate on key areas at key points. Above all else health and well-being will be the main focus in the first instance.

### **Priorities for catch-up premium:**

- Health and well-being
- Phonics and word reading
- Stamina in writing
- Comprehension in reading
- Manipulation of resources in maths

<b><u>Barriers to attainment</u></b>
<u>Personal Development (including social and emotional health and wellbeing)</u>
Poor habits developed
Lost communication skills
Loss of confidence in social and communication skills
Learnt reliance
Breakdown of friendships
Anxiety linked to situation, separation/ attachment trauma following extended periods at home.
<u>Academic</u>
The majority of children have not attended school since March 2020 due to lockdown.
Children in EYFS have missed significant developmental learning opportunities.
A marked deprivation of language and vocabulary development as a result of lost learning which then impacts all areas of learning.
Phonics and early reading impacted.
Lost stamina in many areas; handwriting, concentration, reading, computation, recall.
Children falling behind in core curriculum areas.
<u>External</u>
The continuous likelihood of bubble closure; covid restrictions on use of spaces around school; minimising numbers/ groups using provision.
Engagement with remote learning; parent support; access to hardware; parent expectations.
Anxiety felt by parents.
Impact on attendance and punctuality.
Deprivation in cultural capital.

**Desired outcomes/ success criteria:**

- Quality first teaching ensures vast majority of pupils do not require any longer term interventions in to catch up or close the attainment gap in future years.
- All pupils know how to improve their work and can organise their learning effectively.
- High proportions of children achieving in line with their previous key data collection point (EY/ KS1 SATs).
- Gaps closed between disadvantaged groups and those not.
- Diagnostic approach to ensure key areas of learning covered to support transition.
- High proportions of pupils maintained at chronological reading age or above.
- Rapid progress in phonics to expected standard.
- Rapid progress in tables to expected standard.
- Comprehension levels in line with reading competence.
- Mathematical understanding supported and improved through use and manipulation of resources.

<b>Planned expenditure</b>			
Action	Intended outcomes	Funding	Review
1-1 support/ small group work for Autumn term. Y1	<ul style="list-style-type: none"> <li>• Y1 children to read, access phonics games and spelling shed 1-1 every day to support early reading and understanding of phonics.</li> <li>•</li> </ul>	£2345	
1-1 support/ small group work for Autumn term. Y4	<ul style="list-style-type: none"> <li>• Resulting in intervention groups in all year groups with additional support (including final year teaching student) focus work on key elements of the curriculum. (R - Y4)</li> <li>• Increased support to enable teachers to work with focussed groups.</li> <li>• Additional assessments completed to mark baseline and monitor progress.</li> </ul>	£2875	
Learning resources	<ul style="list-style-type: none"> <li>• Write stuff writing laundry training and resource materials.</li> </ul>	£280	
Training and support.	<ul style="list-style-type: none"> <li>• Strategies such as The Write Stuff that improves quality of teaching across the school.</li> </ul>	£150	
UQ teacher to support key year groups for Summer term.	<ul style="list-style-type: none"> <li>• Timetabled quality teaching for groups and individuals. A bespoke curriculum planned and delivered under the supervision of the teacher.</li> </ul>	£2377	
Remaining balances	<ul style="list-style-type: none"> <li>• Funding towards additional TA support in Reception - every afternoon.</li> </ul>	£1653	

