

Catch Up Premium Strategy Statement 2020 – 2021

Summary information					
School	St John the Baptist Primary School				
Academic Year	2020/2021	Total Catch Up budget	£44,515	Autumn Term instalment	£25,984 until March 21
Total number of pupils in school	551				

Planned expenditure						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Time scale of implementation	Cost
Reception children to have oracy skills that are at expected or above for their age.	Reception early years oral language programme NELI. To begin as soon as lockdown ends Let's Talk Spring term onwards	At baseline, 49% of pupils had oracy skills below Expected for their age. During progress meetings we have discussed about different opportunities staff could involve the children to get them to talk Teachers are building in increased interaction opportunities for example fun-time and a wide range of activities and experiences to stimulate talk.	Monitoring completed by FS2 team leader. Staff given time to attend training remotely in order to understand the material prior to beginning Teaching Assistant staff to deliver the programme.	FB/SLT Foundation staff	January - June 2021	Training for teacher and TA – free through the DFE Training and prep of resources and implement programmes (over lockdown
Reception children to have physical skills that are at expected or above for their age.	Focus EYFS Fine Motor Skills are taught daily from Autumn Warwickshire County Council Intervention for Hand skills Ready, Set Go was carried out in the Autumn term	At baseline, 54% of pupils had physical skills below Expected for their age Children will take part in weekly PE and where necessary have extra provision in this outdoor provision. The improved outdoor area will provide a better environment for promoting physical development.	A baseline at the beginning will be taken so that the impact can be measured accurately.			
In Year 1 , % of pupils to reach the expected standard or above in	Class teacher to implement additional phonics support for pupils identified in the	Year 1 children have returned to school with lower phonics starting levels than in previous years. We know that having a solid understanding of phonics from a young age, helps children with their	Monitoring completed by KTC leader. Teaching staff to deliver the programme. (HJ)	SLT Y1 staff KTC Lead	Jan –Jan	Cost of tutor 1 ½ day per week

Phonics to be in line with national	Spring Term across Year 1.	reading, writing and spelling.	A phonics baseline completed at the beginning will be taken so that the impact can be measured accurately.			£95.50 x 38 £3629.00
Accelerated progress to be made in writing	Tutor to implement 1:1 coaching/small group for writing	Identifying children in our PPRs and employing a tutor to work across the 3 classes, identifying the barriers to learning and putting in strategies to address these both within the session and link to provision during the rest of the week will have better impact and outcomes will be further improved.	Target: 82% of children in Y1 achieving phonics test at the end of the year to be at least in line with national			
Accelerated progress to be made in Reading	Tutor to implement 1:1 coaching/small group for writing	The children in Year 1 who have been identified with low writing levels in comparison with previous years will work with a tutor. We know that being able to carry out small group tuition lead by a teacher will have a far greater impact.	Monitoring SLT Target: 69.3% of children in Y1 to achieve end of year expectations in writing.			
Accelerated progress to be made in mathematics		Cut up sentences Taming tricky words Precision Teach Dyslexia Gold Working memory Acceleread/Write Reading Recovery Colourful semantics Breaking Barriers Power of 1 and 2	Target: 73.1% of children in Y1 to achieve end of year expectations in reading. Target: 82.1% of children in Y1 to achieve end of year expectations in maths.			
Year 2: For Year 2 to achieve above National in line with Year 1 2019 phonic result (82% NAT in 2019)	Class Teachers to implement sessions twice daily and tutor to support children with specific needs based on PPRs.	Year 2 have returned to school having not taken the Year phonic test in May. Phonic levels are lower than in previous years. We know that having a solid understanding with phonics from a young age, helps children with their reading, writing and spelling. Using a tutor who works in KS1 will aid individuals and inform the class teacher for in class direction during the week	A phonics baseline completed at the beginning will be taken so that the impact can be measured accurately. Target: Year 2 children achieve above 2019 National phonic results (91%)	SLT KTC lead	November - March	1 day per week (£125) x 38 weeks Cost £4750

<p>Year 2: children to achieve age related expectations or above in reading – target 81.8%(75% NAT in 2019), writing 76.3% (69% NAT in 2019) and maths 81.8%(76% NAT in 2019) by the end of the year.</p>	<p>In the Spring/Summer Term, identified children in Year 2 to have additional reading, writing and maths sessions by tutor to increase attainment.</p>	<p>During school closure, some children did not read as regularly as others, which will have an impact on their fluency, accuracy and comprehension. Attainment in reading will impact on other areas of learning.</p> <p>We have included reading/phonics tasks in our home learning and purchased AR for the children to access both at home and school. Quizzes help identify areas of difficulty.</p> <p>We have also provided access to Nessy for children highlighted by their class teacher to help with reading and writing and spelling</p>	<p>Monitoring completed by SLT</p> <p>Teaching staff to deliver the programme.</p> <p>Autumn data will be taken as a baseline so that the impact can be measured accurately.</p> <p>% of children to achieve age- related expectations in reading (81.8%), writing (76.3%) and maths (81.8%) by the end of the year.</p>	<p>SLT</p> <p>Y2 staff Tutor</p>	<p>January- July</p>	<p>Part time tutor to work 1 extra days per week £191 x 38 weeks</p> <p>£7258</p>
<p>Children in Year 1- 4 to make good or better progress in reading</p>	<p>Tutoring</p> <p>Children targeted over a 6 week period and then NESSY is used for specific children too</p>	<p>During school closure, some children did not read as regularly as others, which will have an impact on their fluency, accuracy and comprehension. Attainment in reading will impact on other areas of learning for example use of vocabulary in writing.</p> <p>Tutoring programme is on the DFE approved list of providers. Purchase of AR for children in Years 2-6</p>	<p>Monitoring led by reading lead</p> <p>Tutor to deliver initial weeks with class TAs to continue where possible</p> <p>Review at March PPRs</p>	<p>Reading leads Year 1-4 staff</p>	<p>Feb - May</p>	<p>Tutoring programme cost to school – £6864</p>
<p>Year 3/4:. Children in Year 3 and Y4 to make good or better progress in reading, writing and maths</p>	<p>In the Autumn Term PPRs, identified children in Year 3 and 4 to have additional reading, writing and maths sessions by tutor/ class teacher to increase attainment.</p>	<p>Gaps between lower attaining and higher attaining pupils may well have increased during school closure. SEND pupils and lower attaining pupils have found independent learning difficult and some parents found it difficult to motivate children. (15.7% of Year 3 and 11.7% of Year 4 children are disadvantaged in the year group. 37% in year 3 are EAL and 27% in Year 4. 21% of children in Year 3 are classified as SEN whilst Year 4 have 16.4% SEND)</p> <p>Some children's access to home learning was sporadic but this was chased up by Office/ Support Staff to help with access to equipment/support/motivation.</p> <p>Interventions used are Maths pre-teach, Reading and Writing recovery, Precision Teach and Working Memory and Group Reads</p>	<p>Monitoring completed by SLT</p> <p>Teaching staff to deliver the teaching with their own children.</p> <p>Autumn data to be used as a baseline</p> <p>Target: % of children in Y3 (79.8% R, 79.8% W, 84.1% M) and Y4 (83.5% R, 77.6% W, 81.1%M) achieving age related expectations at the end of the year in reading, writing and maths.</p>	<p>SLT</p> <p>Y3 and 4 staff</p>	<p>January -July</p>	<p>2x 1 hour class teacher after school to help with writing 1 day and 4 mornings per week tutor for Y3 and Y4 teacher x 21 weeks £8,190</p> <p>After school Academic coaching carried out by Year 4 teacher 2x weekly £1700 TT drawn up</p>

Children in Y5 to make good or better progress in reading and writing and maths	<p>identified children in Year 5 to have additional reading, writing with tutor</p> <p>Maths sessions by Year 5 teacher to increase attainment.</p>	<p>Gaps between lower attaining and higher attaining pupils may have increased during school closure. SEND pupils and lower attaining pupils are finding independent learning difficult and some parents finding it difficult to motivate children.</p> <p>Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. Support will need to be sustained.</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. By training the teachers to understand different areas of need, they will be better equipped to identify barriers to learning and provide the best learning environment and teaching for the pupils.</p> <p>Reading and Writing Recovery programmes will be included</p>	<p>Monitoring by SLT</p> <p>Teaching staff to deliver the teaching with their own children where possible.</p> <p>Autumn baseline (October) completed at the beginning will be taken so that the impact can be measured accurately.</p> <p>Target: identified children in all subjects to make better than expected progress. 86.7% R 79.4% W and 85.2% M</p>	SLT Year 5 staff	Jan-Jan	<p>4 afternoons tutor to work x 34 weeks</p> <p>£10,424</p>
Pupils in Year 6 have opportunities to address gaps in learning missed during school lockdown so that they make at least expected progress from their KS1 Attainment and ensure that they are ready for the next phase of their education.	<p>DH to support learning and support Year 6 team</p> <p>Teachers/HLTAs/TAs to offer individual and small group coaching to address learning gaps and misconceptions.</p>	<p>Evidence shows that pupils who have had access to small group and 1:1 teaching from their teachers/HLTAs have benefited.</p> <p>10% of mainstream pupils have identified SEN needs and 46.9% are classified as EAL. Pupils will need further support to make the progress they need in RWM.</p>	<p>Monitoring by SLT</p> <p>A baseline completed during PPRs in November was taken with feedback from the teachers so that the impact can be measured accurately.</p> <p>Teachers to work closely with cover staff to ensure quality of teaching and learning for all.</p> <p>Target: identified children in all subjects to make better than expected progress. 74.3% R 75.3% W and 75.7% M</p>	SLT Year 6 staff	Jan-Dec	<p>No funding required</p> <p>HLTAs delivering daily small group R,W,M tuition</p> <p>After school Academic coaching being carried out by Year 6 teacher 2x weekly</p> <p>£1700</p>