

**Appendix 3:**

**Catch Up Strategy Statement**

Catch Up Strategy Statement			
Summary information			
<b>School</b>	BARBY C of E PRIMARY SCHOOL		
<b>Academic Year</b>	2020 – 2021	<b>Total number of pupils on roll</b>	122
<b>Date of Strategy</b>	2/10/20	<b>Total Catch Up budget</b>	£9,760

In-school barriers to be addressed by Catch Up Funding (Tier 1 and 2)	
<b>A.</b>	<i>Tier 1: improve pupils' attainment scores in Reading comprehension</i>
<b>B.</b>	<i>Tier 1: improve pupils' attainment in Grammar, Punctuation and Spelling (including Phonics)</i>
<b>C.</b>	<i>Tier 2: Improve targeted pupils' reading fluency, comprehension and inference</i>
<b>D.</b>	<i>Tier 2: Improve early identification of and intervention provision for children not making expected progress in Reading, GAPS (including Phonics) and Mathematics</i>
External barriers to be addressed by Catch Up Funding (Tier 3)	
<b>E.</b>	<i>Tier 3: enable all pupils to access Social Emotional Learning to overcome anxiety, recognise and control emotions, modify behaviour and build resilience</i>
<b>F.</b>	<i>Tier 3: enable all vulnerable/PP pupils to have access to technological devices at home to enable effective live/home learning/ access to intervention and catch up programmes</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.				
<b>Tier 1: Teaching and Whole School Strategies:</b> To increase the effectiveness of teaching through the provision of quality CPD. (Addressing barriers <i>A and B</i> )				
<b>Key Actions</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>

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<p>Reading books are sourced and organised to ensure phonetic correspondence (KS1 and KS2 guided reads)</p> <p>Shared reading is taught effectively with ambitious, high quality texts and focus on specific gaps identified through analysis of Baseline assessment data.</p> <p>Content domains (VIPERS) are referred to in planning and specific VIPERS are taught</p>		<p>Monitoring – Gap Analysis of PIRA test data to identify cohort, group and individual gaps: Dec, March, June</p> <p>Pupil Progress Meetings: T1, T2, T3, T4, T5, T6</p>		
<p><b>B: Tier 1: improve pupils' attainment in Grammar, Punctuation and Spelling (including Phonics)</b></p> <ul style="list-style-type: none"> <li>Phonics focussed CPD and implementation (see above)</li> <li>Daily Spelling programme based on whole school lesson structure is implemented. Gap analysis informs the start points for each class; use of Silcock Spelling progression to support pitch and differentiation.</li> <li>QFT - Grammar is taught and modelled explicitly within writing lessons</li> <li>All Writing lessons include a Grammar objective.</li> <li>The learning environment supports learning in Grammar (working walls, knowledge organisers, explicit models)</li> <li>Vocabulary acquisition is taught in all classes (Reading Vipers and Writing Vocab).</li> <li>Children have their own word bank to record different classes of word and ambitious words for future use in their Writing</li> </ul>	<p>External Phonics Consultant CPD 1/10, 8/10,19/1, 25/3</p> <p>English Leader CPD session (planning an English teaching sequence) T2 training day focus</p>	<p>Learning walk with external Phonics Consultant: 21/4/21 Learning Walks: Spelling lessons, English lessons T2.T4,T6</p> <p>Learning walks: learning environment supports the teaching of grammar, spelling and vocabulary acquisition T2,T4,T6</p> <p>Book scrutiny – punctuation/grammar/vocabulary explicitly taught, progress in accurate use of punctuation/grammar evident T3/T5</p> <p>Data: GAPS test results increase From September Baseline: Dec, Apr, June Data analysis</p>	<p>Daily Spelling lessons are effectively targeted and taught using QFT strategies</p> <p>Children's spelling assessment results show that all children are making progress (weekly spelling checks, longer term GAPS outcomes)</p> <p>Children's accurate use of grammar and punctuation is evident in their books</p> <p>Teachers and TAs are confident in teaching Grammar and Punctuation (use of modelling is evident)</p> <p>Vocabulary strand of GAPS test shows increased attainment for all pupils</p>	<p>Preparing Word Banks for children</p>
			<b>Total budgeted cost</b>	<b>£283</b>

**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 *C and D*)

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p><b>Barrier C: Improve targeted pupils' reading fluency, comprehension and inference</b></p> <p><b>Where children's reading is below that of their chronological age, gap analysis of their identified needs from baseline assessments will be used to target further intervention and identify whether further screening is needed:</b></p> <ol style="list-style-type: none"> <li>Gap analysis and if necessary further screening (YARC) of all children with RA below their chronological age.</li> <li>Intervention programmes purchased and pupils grouped according to their identified need: <ul style="list-style-type: none"> <li>KS2 bottom 20% daily guided reading session (Shine Reading focus objectives from Pira Gap analysis)</li> <li>Below ARE fluency/comprehension: 1:1 PM+ reading intervention (daily with TA/HLTA)</li> <li>Below ARE (phonics in place) 1:1 Switch On Reading session (daily with class TA)</li> <li>Inference intervention- small group (Y5/6 pupils focus group with TA)</li> <li>SHINE Reading intervention for PP/targeted pupils (identified within each class, TA led)</li> </ul> </li> </ol>	<p>English Subject Leader</p> <p>Sendco</p>	<p>Intervention provision map: organised based on analysis of data and need (review T2,T4,T6)</p> <p>Working records checks show entry level points (progress and impact reviewed regularly by SENDCO) Termly</p> <p>Reading Intervention Learning Walks T1,T3,T5 (Sendco/Headteacher)</p> <p>Data tracking from Pira test outcomes (shows rapid increase in RA for targeted pupils.) until pupils are competent at chronological age expectations</p>	<p>Interventions are organised based on pupils' individual needs</p> <p>TAs are competent in leading interventions regularly and effectively</p> <p>Pupils make rapid progress towards their ARE</p> <p>Data shows increased Reading ages for all pupils</p> <p>T2/T4/T6 Pira test results show increased scores in target domains</p>	<p>Shine reading intervention £360</p> <p>Switch on Reading books: Pack 1 £640</p> <p>Training Cost for Switch on Reading £100</p> <p><b>Total: £1100</b></p>
<p><b>Barrier D : Improve early identification of and intervention provision for children not making expected progress in Reading, GAPS (including Phonics) and Mathematics</b></p> <p>To ensure that effective and diagnostic screening tools are in place to identify pupils' specific barriers to learning and address them through appropriate intervention programmes:</p> <ul style="list-style-type: none"> <li>YARC Reading Assessment</li> <li>Lucid Rapid Screening (dyslexia/working memory, phonological knowledge)</li> </ul>	<p>Headteacher</p> <p>Subject Leaders</p> <p>Sendco</p>	<p>Documentation:</p> <ul style="list-style-type: none"> <li>Register of need identified with clear entry and exit points</li> <li>Timetable of intervention established and adhered to</li> </ul> <p>Delivery</p> <ul style="list-style-type: none"> <li>Learning Walks to monitor implementation</li> <li>Working records scrutiny</li> </ul>	<p>Pupils are effectively screened and needs identified</p> <p>Intervention programmes are effectively targeted and delivered</p> <p>Pupils make rapid progress from their start points</p>	<p>Nessy Spelling Intervention Y2-4) £375 (30 pupils) (diagnostic tool included)</p> <p>Phonics Boost Intervention sessions</p> <p>SHINE Maths intervention (PP) £360</p>

<ul style="list-style-type: none"> <li>Nessy Dyslexic Spelling Intervention (diagnostic tool included) 30 pupil subscriptions allowing in-school daily small group sessions and access from home for additional practice for targeted pupils</li> <li>PM+ reading intervention (Daily &gt; identified children from Y4,5 and 6, 15 minute sessions)</li> <li>Phonics Boost Intervention sessions (daily &gt; identified class groups)</li> <li>SHINE Reading Intervention ( 20 minute daily guided reading sessions for lowest 20% of each KS2 class)</li> <li>SHINE Maths intervention (PP)</li> <li>Third Space Maths tuition (12 pupils, 1 (45 minute) session x week)</li> </ul> <p>Liaison with class teachers ensures that learning from interventions is aligned to and applied to class-based learning. Intervention sessions are delivered with focus on identified gaps and needs of pupils. Entry and exit points are monitored and reviewed. TAs lead intervention sessions confidently.</p>		<p>Data:</p> <ul style="list-style-type: none"> <li>Pupils make rapid progress against their targets</li> <li>Pupils increase their attainment levels, closing gap on ARE</li> </ul>	<p>Pupils close gap on ARE</p> <p>Pupils can apply their learning from interventions to their class-based learning</p>	<p>Third Space Maths tuition</p> <p>Term1 £1194</p> <p>Term 2 £2388</p> <p>Term 3 £2388</p> <p><b>Total £6,705</b></p>
<p><b>Barrier D : Implement 1:1 tuition to address target areas for disadvantaged, vulnerable and PP pupils</b></p> <p>Deploy additional tuition to deliver small 1:1 teaching in target areas (identified above)</p> <p>1:1 tuition through Third Space:</p> <p>12 pupils x 1:1, 45 minute weekly sessions (plus follow up assessment)</p>	Headteacher, class teachers, tutor/s	<p>Observations and feedback of QFT</p> <p>Analysis of data (progress and attainment)</p> <p>Pupil Voice</p> <p>Book scrutiny</p>	<p>Tuition sessions are tailored to individual needs</p> <p>Effective provision and feedback engages pupils and enhances pupil performance</p> <p>Attainment and progress data rapidly increases</p>	(costed above)
			<b>Total budgeted cost</b>	<b>£8,405</b>
<b>Tier 3: Wider Strategies</b> (Addressing Barriers <i>E and F</i> )				
<b>Key Actions</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>

<p><b>Barrier E: Enable pupils to access Social Emotional Learning to overcome anxiety, recognise and control emotions, modify behaviour and build resilience.</b></p> <ul style="list-style-type: none"> <li>Conduct SDQ assessment on pupils Y3 – Y6 to establish baseline</li> <li>Purchase and implement the PATHS Social Emotional Learning programme to enhance provision for pupil SEMH development (Y3 – Y6 £560)</li> <li>2-day accredited training for 1 x member of staff on Mental Health First Aid training £300 <a href="https://www.eventbrite.com/e/youth-mental-health-first-aid-2-day-course-tickets-121397343723?aff=ebdssbdestsearch">https://www.eventbrite.com/e/youth-mental-health-first-aid-2-day-course-tickets-121397343723?aff=ebdssbdestsearch</a></li> </ul>	Headteacher	<p>Data</p> <p>SDQ analysis – entry and exit points Comparison in number of behaviour reports of target pupils Increase in progress rates of target pupils</p> <p>Delivery</p> <p>Learning Walks Pupil Voice</p> <p>Evaluation</p> <p>Class teacher evaluation/questionnaire</p>	<p>Pupils complete the SEL programme Pupils develop strategies to recognise and manage emotional behaviour Pupils' anxiety levels reduce Pupils increase resilience Behaviour incidents reduce</p>	<p>PATHS SEL programme Y2 – Y6 £1180 MHFA 2-day training £300</p> <p>Drawing and Talking Training £250 Self-Regulation training (TAs) £50</p> <p>£1,780</p>
<p><b>Barrier F: Enable all vulnerable/PP pupils to have access to technological devices at home to enable effective live/home learning/ access to intervention and catch up programmes</b></p> <p>Audit families who may need additional devices to support learning at home</p> <ul style="list-style-type: none"> <li>Prioritise disadvantaged pupils</li> <li>Pupils with a 3+ siblings</li> </ul> <p>Provide devices to ensure access to online learning programmes and tuition at school and home</p>	Headteacher/ Bursar	<p>List of priority families identified Devices allocated/costed (windows 10 refurb or new device)</p> <p>Register of frequency of access to live learning/ logion to applications</p>	<p>Pupils are able to access seamless home learning, additional learning and tuition</p> <p>100% access to all lessons and online interventions</p>	<p>Cost of additional devices (if needed) New = £350 x 2 Rebuild of existing laptops to Windows 10 (cost TBC) Online intervention/programmes included in costings above.</p> <p><b>Assess need</b></p>
			<b>Total budgeted cost</b>	<b>£1,780</b>
			<b>Overall Cost</b>	<b>£9,868</b>

#### Additional detail

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

e.g. 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*.
- EEF *Improving Social and Emotional Learning in Primary Schools*
- EEF *The EEF Guide to supporting School Planning: A three tiered approach 2020-21*