

# Catch Up Strategy Statement 2020-21

1. Summary information					
School	Whitmore Park Primary School				
Academic Year	2020-21	Total CU budget	£48720		
Total number of pupils	663	Number of pupils eligible for CU	663	Date for next internal review of this strategy	1.6.21

## Aims for our catch-up premium strategy.

Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.

By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.

The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

## Core Approaches to support catch up

*Tier 1 – all children*

**Identifying and teaching key learning and missed learning for each subject** . For example, our new English strategy which was trialled in Y2,4 + 6 is being rolled out across Y3 and Y5 (supported by the English leads) The English plans are being adapted to focus on missed objectives and consolidate the basics. In maths, we will adjust the Maths No Problem scheme plans to include missed objectives from previous year groups up.

**Focus on core subject teaching whilst maintaining a broad and balanced curriculum.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas will be blocked across the year rather than weekly lessons in the autumn term.

**Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.

**Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.

**Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

Tier 2

**Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.

**Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

**Focused time spent on mental health, wellbeing and social skills development.** All learning support assistants will be trained to become 'buddies' to support children 1:1 daily. Increase staffing capacity for mentoring work to meet the needs of identified children.

Tier 3

**Targeted support with external agencies.**

### **Catch up at Whitmore Park Primary IS NOT:**

Cramming missed learning

Pressuring children and families into rapid learning

Teachers time spent highlighting missed objectives

Teachers time spent ticking off assessment points and extra tracking

**2. Academic barriers:** (issues addressed in school such as low levels of literacy/maths)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Writing and handwriting subjects are the weakest on the return to school (September 2020) across all year groups
<b>B.</b>	Good reading habits have been lost for many children during the lockdown
<b>C.</b>	Mathematics lack of depth of learning during Remote Learning

<b>C.</b>	Low levels of concentration and stamina for learning	
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Some children have experienced loss, anxiety and mental health during the lockdown	
<b>E.</b>	Some children have lacked the opportunity for physical activity	
<b>F.</b>	Some children have lacked engagement with Remote Learning	
<b>G.</b>	Some children have not had the opportunity to socialise, work in a team or empathise leading to a lack of tolerance	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
<b>A.</b>	The vast majority of children will back on track in reading, writing and maths by July 2021 (September 2021)	<ul style="list-style-type: none"> <li>Based on the March 2020 data, children will be on track in reading, writing and maths by July 2021.</li> </ul> Measured through internal assessments
<b>B.</b>	Good mental health and well being for children	<ul style="list-style-type: none"> <li>children will feel safe</li> <li>children are able to talk and express their feeling and worries</li> <li>children feel supported</li> </ul> Measured through PASS survey July 2021

4. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the catch-up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	SMART success criteria	Chosen action / approach	By when	Staff lead	Evaluation of impact (including RAG)
The catch up curriculum supports children's physical and mental well being, remains and broad, balanced and has a focus on key learning	<ul style="list-style-type: none"> <li>Increased time on physical activity leads to children showing improved levels of fitness</li> <li>Children's mental being is supported and the vast majority have good well being</li> <li>Critical learning and missed learning is identified, planning is adjusted and children make good progress from their starting points</li> <li>Children have a wide range of subject experiences within the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Staff CPD on Recovery Curriculum approach (Barry Carpenter)</li> <li>Create a Curriculum handbook to share with staff which describes the approach in detail and includes the core principles for curriculum, the plan for increasing the amount of time spent on each subject progressively throughout the year.</li> <li>Deploy support staff so that each class has an additional adult to support learning and well-being in the autumn term.</li> <li>Dedicate additional time on the timetable for RHE and well being sessions</li> <li>Support staff with resources for mental health and well being</li> <li>Progress meetings with all teachers</li> </ul>	July 2021	Sue Squires	<p>The curriculum is broad and balanced and has remained so during the National Lockdown and Recovery Curriculums implemented in 2020-21. (see documents Recovery Curriculum and reports to governors 2020-21.</p> <p>Key Learning was prioritised on the return to school on March 8<sup>th</sup> for the rest of the academic year. Subject leaders worked with year group teams to create new medium term plans or adjust previous planning.</p>
The vast majority of children will be on	<ul style="list-style-type: none"> <li>formative assessment is used to diagnose the</li> </ul>	<ul style="list-style-type: none"> <li>The new English strategy will be implemented in Y3 and Y5 so</li> </ul>	July 2021	English Team	<p>Book Scrutiny Dec 2021</p> <p>Coaching approach with T + L consultant</p> <p>English team leadership review day with Liz</p>

<p>track in writing by Summer 2021  <a href="#">Summer 2022 (April 2021)</a></p>	<p><b>gaps and inform the provision</b></p> <ul style="list-style-type: none"> <li>• <b>Writing outcomes show evidence of progression from September to July</b></li> <li>• <b>Pupils are able to form letters and follow school's cursive script</b></li> <li>• <b>Pupils are able to apply their knowledge of spelling rules effectively within their writing</b></li> <li>• <b>Pupils are able to apply appropriate grammatical structures consistently within their writing</b></li> </ul>	<p>therefore the strategy is in place for all year groups. Based on book based units, skills progress and cohesive writing.</p> <ul style="list-style-type: none"> <li>• Group children by ability to enable the provision to be targeted at the appropriate level in Y1.</li> <li>• Y4 targeted support from teaching assistant daily for SEND pupils through adapting the provision to cover writing objectives from previous years.</li> </ul>	<p>Mumtaz Khan  Aran Shoker  Jayde Dankaro</p>	<p>Learning walk Summer 1.</p> <p>The data shows that his target was not met. In general, 50-60% of children were on track Summer 2021. This was due to writing being the subject least engaged with during Remote Learning and the amount of disruption during the summer term due to children and staff isolating. Teachers did not have as much evidence to assess against as they usually would have.</p>
<p>The vast majority of children will be on track in reading by Summer 2021  <a href="#">Summer 2022 (April 2021)</a></p>	<ul style="list-style-type: none"> <li>• <b>Diagnostic assessment within reading lessons looking at fluency and ability to use reading skills is used to inform planning</b></li> <li>• <b>Frequency of reading increases to 5 times a week.</b></li> <li>• <b>Early phonics assessment of children across the school leads to groupings where children are taught the appropriate content to make rapid progress.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The new English strategy will be implemented in Y3 and Y5 so therefore the strategy is in place for all year groups. The strategy is based on high quality texts with daily reading.</li> <li>• English leads meeting with all year groups to adjust medium term plans and support implementation of the strategy.</li> <li>• Increased time on the timetable for reading for pleasure</li> <li>• Promote reading using the newsletter, reviewing and improving the rewards system</li> </ul>	<p>English Team  Mumtaz Khan  Aran Shoker  Jayde Dankaro</p>	<p>Coaching approach with T + L consultant  English team leadership review day with Liz  Learning walk Summer 1  Data shows that the end of year results for reading were about 10% below the end of year target expectations. This is a positive position for us to build upon in 2021-22</p>

<p>The vast majority of children will be on track in mathematics by Summer 2021  <a href="#">Summer 2022 (April 2021)</a></p>	<ul style="list-style-type: none"> <li>• <b>Formative assessment is used to identify gaps and inform the provision</b></li> <li>• <b>Pupils are able to master arithmetic skills appropriate to their year group</b></li> <li>• <b>Children have a deep understanding and master the concepts they are learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Maths leader to meet with all year group leader to adjust long and medium term plans for Maths No Problem schemes.</li> <li>• Use formative assessment to find the gaps in learning in arithmetic and adjust short term planning.</li> </ul>	<p>Maths lead  Michael McCormick</p>	<p>Data shows that the end of year results for reading were about 10% below the end of year target expectations. This is a positive position for us to build upon in 2021-22</p>
<p>High Quality teaching for all is evident in all classes across the school informed by research</p>	<ul style="list-style-type: none"> <li>• <b>Key knowledge is transferred into long term memory</b></li> <li>• <b>Prior knowledge is built on in lessons</b></li> <li>• <b>Children make good or better progress over time</b></li> <li>• <b>Assessment for learning in lessons leads to teaching</b></li> </ul>	<ul style="list-style-type: none"> <li>• English lesson coaching from Teaching and Learning Consultant focus on implementation of the new strategy</li> <li>• CPD on effective questioning, AFL, effective learning objectives and success criteria, declarative and procedural knowledge</li> <li>• CPD during staff meeting: Rosenshine's Principles, Metacognition, cognitive load, revised Teaching and Learning Policy</li> <li>• Chris Quigley training on Powerful Knowledge (May 6<sup>th</sup>)</li> <li>•</li> </ul>	<p>Sue Squires  Deputy Head</p>	<p>Staff had training on long term memory and retrieval, Rosenshine's Principles and Powerful Knowledge during 2020-21. They shared how they were approaching these teaching strategies during lessons in a staff meeting. These strategies are being used in the classroom and now need to be sustained and embedded for us to measure the impact in 2021-22</p>

<b>Total budgeted cost</b>					Chris Quigley training May £800 Chris Quigley training Sept £1500 Liz Mynott 3 days £1500 Purchase diagnostic assessments £800
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>SMART success criteria</b>	<b>Chosen action / approach</b>	<b>By when</b>	<b>Staff lead</b>	<b>Evaluation of impact (including RAG)</b>
<b>Targeted children make accelerated progress to support enable them to be back 'on track'.</b>	<ul style="list-style-type: none"> <li><b>Children who are identified for intervention make accelerated progress from their starting points</b></li> <li><b>Interventions are carefully selected based on research and impact</b></li> <li><b>A good range of interventions take place across the school utilising both existing support staff and national tutoring partners.</b></li> </ul>	<p>Learning support assistants in classes and year groups run a range of school based intervention:</p> <ul style="list-style-type: none"> <li>Maths No Problem Intervention</li> <li>Inference</li> <li>Reading support</li> <li>Basic English skills</li> </ul> <p>National Tutoring partners</p> <ul style="list-style-type: none"> <li>Action Tutoring for reading Y5 pupils x 20</li> <li>Third Space Maths for Y5 pupils x 10</li> <li>Academic mentor to support intervention in Y5</li> <li>Lexia Reading Online Programme to support SEND and children working below expectations (150 children)</li> </ul>	Throughout the year	Sue Squires	<p>Children who were Action Tutoring groups for reading and maths made good progress from their March assessments to July assessments.</p> <p>Children made good progress in Maths and reading from March assessments to July assessments.</p> <p>Lexia will commence in November 2021</p>
<b>Targeted children with additional needs resulting from the lockdown are well supported</b>	<ul style="list-style-type: none"> <li><b>Effective systems are in place to identify children in need of SEMH support</b></li> <li><b>A range of SEMH interventions are implemented including Thrive.</b></li> </ul>	<ul style="list-style-type: none"> <li>Inclusion team liaise with parents and school staff to identify children in need of support</li> <li>Create re-integration plans for identified children</li> <li>Additional staff deployed to support Thrive interventions</li> </ul>	July 2021	Inclusion Team	Support provided by the Inclusion Team enabled targeted children to return to school and feel supported. Thrive interventions began in the Summer Term, although they were limited due to the enhanced risk

	<ul style="list-style-type: none"> <li>• <b>Children's well-being improves following a targeted intervention</b></li> </ul>	<ul style="list-style-type: none"> <li>• Additional capacity for buddying and mentoring</li> <li>• Member of staff to complete licensed Thrive practitioner training, create an implementation strategy, provide staff training and support Thrive staff to deliver interventions</li> <li>• Rise – the Enhanced Project for schools whole school approach to Mental Health</li> <li>• Enhanced range of external SEMH support agencies to work with identified children</li> </ul>	Summer Term		assessment in the summer term. We are seeing impact on some identified children.
<b>Total budgeted cost</b>					<b>Third Space Maths £2750</b> <b>Action Tutoring £1323</b> <b>Laptops to support £2007</b> <b>Mobile wifi for home learners £125</b> <b>Lexia Reading Intervention £9,100</b> <b>Additional Teaching Assistant 1 day a week Summer Y5 £962</b> <b>Additional pastoral/mentoring and Thrive capacity. TA 5 days a week for 2 terms £13,936</b> <b>Additional Thrive practitioner £6000</b>
<b>iii. Other approaches</b>					
Desired outcome	SMART success criteria	Chosen action / approach	By when	Staff lead	Evaluation of impact (including RAG)
<b>Total budgeted cost</b>					<b>£</b>

<b>5. Staff CPD 2020-21</b>			
Date	CPD	Aim	Impact

	<ul style="list-style-type: none"> <li>Chris Quigley training on Quality of Education (September 27<sup>th</sup>)</li> </ul>		

<b>6. Emerging areas for development next year (to be completed as year progresses)</b>	
	<b>2021-22</b>
<b>High quality teaching for all</b>	Effective teaching and learning based on research Retrieval practise, Cognitive load, Metacognition
<b>Targeted support</b>	
<b>Other approaches</b>	

<b>7. Additional detail</b>
In this section you can annex or refer to additional information which you have used to inform the statement above.