



St Andrew's Catch Up Strategy Statement (appendix 3)

Catch Up Strategy Statement

Summary information

School	St. Andrew's Church of England Primary School		
Academic Year	2020+21	Total number of pupils on roll	318
Date of Strategy	20 th September 2020	Total Catch Up budget	£24,640 (1 st instalment £6160, 2 nd £8590, 3 rd £9890)

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	15	0	Y4	14	4
Y2	22	3	Y5	18	2
Y3	23	2	Y6	21	6

In-school barriers to be addressed by Catch Up Funding (Tier 1 and 2)

A	<i>Tier 1:</i> Ensuring children have high quality home learning through a broad and balanced curriculum.
B	<i>Tier 1:</i> COVID restricted staff CPD and development of quality first teaching in the Summer term 2020.
C	<i>Tier 2:</i> Standardised scores / reading and phonics levels on return to school reveal that 33% (on average over Reading, Writing and Maths) of children have dropped substantially in their learning and are now below the level they were in March 2020.
D	<i>Tier 2:</i> Anxiety and well-being issues for a minority of children that is affecting their ability to learn

External barriers to be addressed by Catch Up Funding (Tier 3)

E	<i>Tier 3:</i> Attendance issues - large numbers of children off for potential COVID symptoms / awaiting testing
F	<i>Tier 3:</i> Numbers of children who don't have access to technology for home learning (7% no access, 49% shared access)



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Planned actions and expenditure				
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.				
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>)				
Objective/key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p style="color: #0070c0; margin: 0;">Objective: To carry out effective gap analysis based on standardised testing and teachers' on going assessment to prioritise learning of greatest benefit by:</p> <ul style="list-style-type: none"> Subscribe to 'MARK' (gaps analysis) and 'SHINE' (gaps interventions) Train / coach all teachers in using SHINE and MARK to enable high quality assessment for learning that informs QFT and interventions. High quality GAPS analysis to be PM target for every teacher. Continue with daily planning where learning is assessed on a daily basis and informs the next day's learning and teaching. Continue with school's marking policy of 'live marking' and same day interventions Introduce 'pre-teaching' for targeted group 	HT / DH	<ul style="list-style-type: none"> Gap analysis documents (including termly QLA, 'Mark' analysis, pre-assessments analysis, individual writing checklist). Monitored termly. Termly Pupil Progress meetings (Sept 20, Dec 20, March 21, July 21) Termly Performance Management review meetings (Sept 20, Dec 20, March 21, July 21) 	<ul style="list-style-type: none"> All staff use AFL effectively All staff follow school's marking policy and assessments inform daily planning Consistent use of 'MARK' and diagnostic assessments (formal and informal) ensure learning is pitched correctly because teachers understand gaps in learning. Children whose levels have dropped catch up to previous levels quickly 	£616 <i>(Shine / Mark subscription)</i>
<p style="color: #0070c0; margin: 0;">Objective: To improve quality first teaching in selected classes (based on experience / quality of teaching as evidenced in 19/20) through using videoing technology (Iris Connect) for</p>	HT / DH	<ul style="list-style-type: none"> Videos of lessons Feedback to individuals and next steps Written reflections on practice 	<ul style="list-style-type: none"> All teachers using Iris Connect as a tool for reflective self-improvement ½ termly Teachers targeted for extra support demonstrate high quality QFT based on Rosenshine by: 	£1351



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<p>mentoring and coaching (including self-coaching) by:</p> <ul style="list-style-type: none"> All teachers to video selected lessons, with specific foci to improve QFT <ul style="list-style-type: none"> Subscribing to 'Iris Connect' Training staff on how to use Iris – particularly the 'reflection' part Plan focus for improvement around QFT (Term 1: Daily/monthly review, Term2: Questioning, Term 3: Checking student understanding') Plan in school calendar deadlines for recording lessons, foci and reflection partners 		<ul style="list-style-type: none"> Learning walks / book scrutinies Monitoring schedule 	<p><i>December 20: Daily review in place for all teachers</i></p> <p><i>March 21: All teachers using knowledge, understanding and application questioning</i></p> <p><i>July 21: All teachers using good AFL strategies on 'checking student understanding'</i></p>	
<p>Objective: For teachers to deliver high quality remote learning using online platform 'SeeSaw' and 'Zoom' for live lessons whilst not detrimentally impacting on QFT in the classroom by:</p> <ul style="list-style-type: none"> Signing up for SeeSaw (online platform) and Zoom <ul style="list-style-type: none"> Purchase laptops and tripods to enable teachers to deliver live lessons Train teachers how to use Zoom to deliver live lessons <ul style="list-style-type: none"> Weekly check in with teachers at staff training to check lessons learned from delivering live lessons. Set up all teachers and children for access to See Saw 	<p>DH</p>	<ul style="list-style-type: none"> Live lessons via zoom fortnightly drop ins Progress of children learning from home Home learning timetables Quality of learning and teaching on SeeSaw including quality of feedback Engagement with home learning as evidenced in teacher's 'call logs' 	<ul style="list-style-type: none"> All English and Maths and selected foundation lessons to be 'live' Progress of children learning from home is good with no gaps created <ul style="list-style-type: none"> All MTPs linked to Oak academy to support home learning 100% engagement levels from children learning from home as evidenced by SeeSaw QFT still of a high standard despite some children learning remotely 	<p>£143.88 (zoom subscription)</p> <p>£898(SeeSaw subscription)</p>



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<ul style="list-style-type: none"> SLT to produce home learning weekly using Oak Academy as resource and matched to curriculum to ensure breath. 				
<p>Objective: To improve QFT for all teachers using expertise of PDET consultants by:</p> <ul style="list-style-type: none"> Plan in programme of support for Early Years, Maths, phonics and Reading with PDET consultants. Programme to include training, observations, co planning, coaching / mentoring and team teaching Purchase QFT / Rosenshine workbooks for teachers, HLTAs and LSAs to use for remote CPD that focus on Rosenshine's principles in action. 	HT / DH	<p>Maths support: 2.9.20, 1.10.20, 26.11.20 <i>(then half termly after that)</i></p> <p>English (Reading) support: 14.10.20, 11.11.20 <i>(then half termly after that)</i></p> <p>Phonics support: 23.9.20, 18.11.20 <i>(then half termly after that)</i></p> <p>Early Years support: 23.7.20, 23.11.20 <i>(then half termly after that)</i></p> <p>Visits to include book looks, coaching and mentoring, learning walks, co-planning, team teaching</p> <p>PM/PP meetings reflect on QFT using CPD as stimulus for conversation</p>	<ul style="list-style-type: none"> High quality QFT across the curriculum is evident <ul style="list-style-type: none"> High quality Learning and teaching School's learning and teaching policies (i.e Maths Intent statement) being followed and consistently applied. 	n/a <i>(19 days support) – this money is in our PP plan so not added to catch up premium total cost.</i>
			Total budgeted cost	£3008.88



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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>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>To prioritise the implementation of 1:1 and small group provision for English and Maths (including pre-teaching) including use of NTP tutor, 3rd Space and school based tutors by:</p> <ul style="list-style-type: none"> Appointing school based tutors for English (September 20) Appoint remote tutoring for Maths – 3rd Space (January 21) CTs select 'catch up children' based on drop in learning levels from March 20 to September 20. 	HT	<ul style="list-style-type: none"> Intervention timetable Intervention impact (every 4 weeks) Fortnightly intervention drop ins Tutor review meetings 	<p>Children identified for 'catch up' interventions make good progress as evidenced in the increase in % of children at a.r.e, GD and standardised scores (for the bottom 20%)</p> <p>Interventions are high quality</p>	<p>£4320 (based on 1 hours per week for 45 children for 3rd Space maths tutoring till May 21)</p> <p>£4632 (based on 1 hour per week from 10 school based tutors (or NTP) till May 21)</p> <p>£2001 (based on 6 hours per week extra LSA hours for 1:1 and small group interventions till May 21)</p>
<p>To increase the school's provision for reading books matched to phonics learning by: <i>(many children have dropped in their reading and phonics ability and the school needs more phase 3 phonics books)</i></p> <ul style="list-style-type: none"> Phonics lead to do audit of phase 3 books Phonics lead to liaise with Collins rep to get best price for amount of books needed and place order All books to be coded and labelled in the correct phase 	Phonics and English lead	Phase 3 books ordered Phonics reading library	<p>All children have correct reading book at their phonics phase</p> <p>Children's fluency is improving through embedding learning.</p> <p>Speed reading scores</p>	£1387
<p>To implement other effective interventions – particularly SEMH focused by:</p> <ul style="list-style-type: none"> CTs assess children SEMH challenges and feedback to SENcO SENcO to plan provision based on need and staffing capacity 	SENcO	<ul style="list-style-type: none"> Intervention timetable Intervention impact (every 4 weeks) Fortnightly intervention drop ins Pastoral and 'my concern' records 	<p>Children identified for 'catch up' interventions make rapid progress as evidenced in the increase in % of children at a.r.e, GD and</p>	<p>£700 (this money is in our PP plan so not added to catch up premium total cost)</p>



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<ul style="list-style-type: none">• SENcO to produce timetable for CTs on SEMH provision			standardised scores (for the bottom 20%) Interventions are high quality	
			Total budgeted cost	£13040



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Tier 3: Wider Strategies (Addressing Barriers <i>E and F</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Implement support for parents through PSA ensuring good communication of COVID attendance issues and home learning engagement by:</p> <ul style="list-style-type: none"> Keeping communication board on children isolating / being tested etc to keep close eye on children not learning at school Phase leaders to produce weekly home learning timetables that PSA can use to send to parents PSA to keep in regular contact with parents of children not in school to check learning, well-being and safeguarding – record all calls in central log. PSA to keep in regular contact with CTs and SLT on any issues of children not engaging with learning at home. Complete 'my concern' forms when necessary 	HT / DH / PSA	Parent communications (email) Parent call log Engagement levels of home learning Progress of children with prolonged absence 'My Concern' forms	<ul style="list-style-type: none"> Attendance is at least close to national average Attendance for target groups 'SEN support' and 'Persistent absentees' All children absent for COVID reasons accessing home / remote learning Children learning from home achieve at least expected progress 	<p style="text-align: center;">n/a</p> <p><i>(this money is in our PP plan so not added to catch up premium total cost)</i></p>
<p>To ensure all children have access to technology, facilitating access to live lessons, online tuition and remote learning by:</p> <ul style="list-style-type: none"> Monitoring children not in school if they are engaging with live lessons and remote learning Contacting parents to establish barriers if children are not engaged with home learning Purchase 10 laptops and tripods to enable teachers to teach live lessons. 	HT / DH / PSA	Engagement levels of home learning Progress of children with prolonged absence	All children absent for COVID reasons accessing home / remote learning Children learning from home achieve good progress	<p style="text-align: center;">£3833</p> <p><i>(includes 10 laptops for teachers (£3620) and tripods for filming in class (£213))</i></p> <p style="text-align: center;">£5522 for 15 laptops</p> <p><i>(based on 7% of school having no device for home learning (survey monkey results) – which is 21 families)</i></p>



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<ul style="list-style-type: none">• Purchase 15 laptops to be used for children at home. IT technician to set up.• Coordinate with school office waiting list and collection of laptops with agreement forms.				
			Total budgeted cost	£9355
			Overall Cost	£25403.88

Additional detail

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.