



## Catch Up Strategy Statement for D'Eyncourt Primary 2020-21

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Year 6. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

**Catch Up Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.**

### 1 Teaching

High quality teaching in place to close gaps caused by Covid-19.

School provides a broad and balanced curriculum

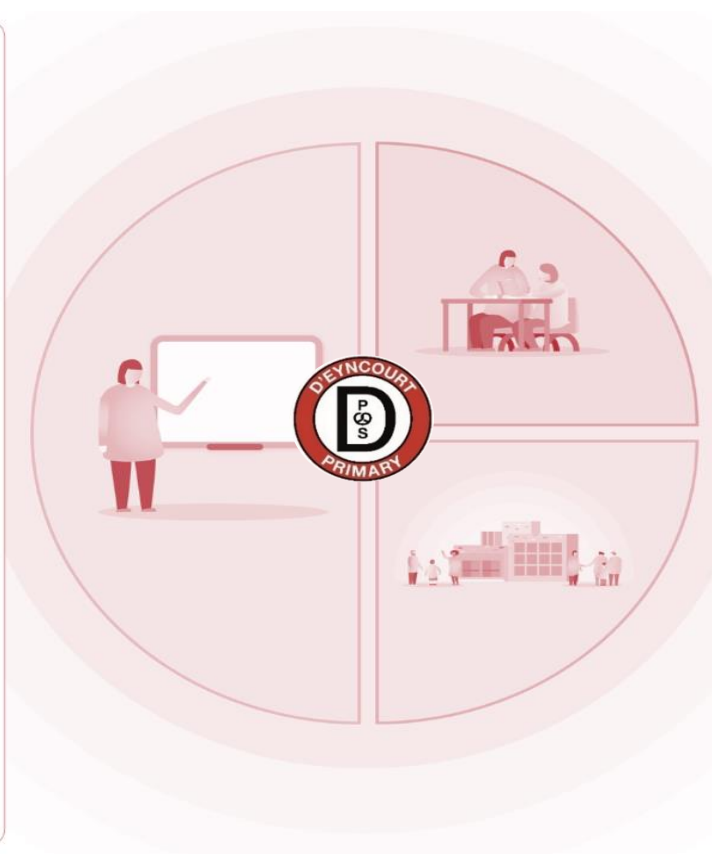
CPD and resourcing to support the implementation of a recovery curriculum

Remote Learning in place to ensure children can access daily learning.

Ensuring teachers have training and support to adjust to structural and organisational changes.

Assessing and monitoring pupil progress and attainment across the school.

Identifying gaps of individuals/ groups of pupils and planning lessons to close these gaps.



### 2 Targeted academic support

Teachers to plan and lead small groups of targeted support across R-Y6.

Teaching Assistants to lead small groups/1:1 support for those pupils who require intervention

Behaviour Consultant working with individuals on self-esteem and bereavement

### 3 Wider strategies

Well-being Lead in place to deliver interventions for pupils across school.

EHA offered to those families who need support.

Family and pastoral support

Accessing technology and resources at home during prolonged isolations periods.

### Expenditure of Catch Up Funding 2020-21

High ratio of staff in order to facilitate targeted intervention and quality first teaching across school

Procurement of remote learning materials and online services to ensure pupils not able to attend can access high quality learning resources.

### Context of school

The school's catchment is relatively low in terms of disadvantage. Only 22.5% of the school are eligible for Pupil Premium. Approximately 40% of pupils engaged with home learning during the Covid-19 lockdown, although this was variable over time. Following the wider reopening, approximately 19% of eligible year groups and children of key workers attended school from 15th June. Since returning this academic year our overall attendance has fluctuated from 91%-96%. Children are able to access remote learning on a daily basis and school has access to devices to support those families who need it.

<b>Number of pupils</b>	313
<b>Proportion of Disadvantaged</b>	22.5%
<b>Catch-Up Premium Allocation (No of Pupils x £80)</b>	£25,040
<b>Published Date</b>	Autumn 2020
<b>Review Date</b>	Summer 2020

	<b>Identified Pupil Group</b>	<b>Pupil need/s</b>	<b>How were pupil need/s identified?</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale for this choice</b>	<b>Expenditure</b>	<b>Desired Outcome and how/when it will be measured</b>	<b>Staff Lead</b>
<b>1.1</b>	Year R- Year 6	Groups of children who have been identified as requiring targeted support by SLT.	Through baseline assessments and end of term assessments	Extra Teacher intervention. An additional teacher will provide release time for current class teachers to deliver high quality interventions.	Class teacher will be able to plan high quality interventions that will close the gap caused by Covid-19.	£19,319.08	Higher level of teaching capacity will mean that children will make accelerated progress.	SLT
<b>1.2</b>	Year 2 who were not on track to pass phonics screening in year .1	Additional phonics teaching and catch up.  Extra Phonics teaching time	Baseline assessments	Extra TA support for additional group teaching	Pupils unable to complete Phonics screening. Gaps in learning and lack of practice at home leading to	£1000	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills	LF

				Time of the RWI lead to support training and delivery.  Professional collaboration – coaching and mentoring	pupils regressing in their phonic knowledge. Pupils have not retained prior phonics learning.			
1.3	Children moving from Yr. R to Year 1	To collaborate with EYFS and Year 1 professionals to ensure Year 1 children have a balanced curriculum following the EYFS ethos to help pupils transition into year 1 after lost learning time and for the percentage of children who were working below age ARE.	Baseline assessment End of year assessments  Professional dialogue around transition needs.  Gap analysis of the foundation stage curriculum	Money to be spent on resources	It's clear that the lost learning time for many of these pupils coupled with low starting point's means that an extension of the foundation curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.	£1000	For teacher to have the resources available to play-based interventions.  Children will have reduced levels of anxiety around the key stage transition. Children will feel comforted by the familiar approach to learning.	DD/SF
1.4	Year R-6	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives (Recovery Curriculum in place)	Gaps Analysis  Professional dialogue	English/ Maths Lead given time to monitor and analyse data.  All staff to receive one day of inset training  Maths and English lead given time to complete 1:1 Curriculum CPD with identified teachers.	Maths/English lead to feedback to SLT and governors	£100	All teachers have a clear understanding of the curriculum gaps they need to teach.  Teachers will have increased levels of confidence in meeting the needs of their children.	EG
1.5	All Pupils	To ensure that all children make expected or more progress in all curriculum subjects.	Baseline assessments  Assessment tracking analysis  Flexible assessment for learning	All Teachers will have additional time and support to monitor their specific subject provided by the HLTAs in school.	Teachers will have the opportunity to improve subject knowledge.  Improved teacher knowledge the whole school Spiralling	£1000	Teacher will have greater subject knowledge across all key stages.  Teachers to have a deeper understanding of the expectations of progressive skills.	All Staff

				Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis.  Teachers will have the opportunity to complete subject action plans alongside CPD opportunities	curriculum showing an deeper understanding of progress.		Children will experience the restorative curriculum  Deeper understanding of a spiralling curriculum.	
	All pupils	Develop remote learning systems to reduce/limit impact of Covid-19 on learning going forward	Termly Assessments	Physical workbooks purchased to support remote learning  Subscription to online learning service to support remote learning	Pupils will be given a wider range of curriculum resources to use to support with learning.	£4000	Pupils will continue to make progress in learning despite isolating for periods of time.	SLT
						Total:	<b>£28,419.08</b>	

### How Impact will be measured?

The school will evaluate the impact on each pupil from termly Teacher Assessment. This will be recorded and discussed as part of our Termly Pupil Progress meetings, the results of which will be fed in the following term's Intervention provision. We will measure progress and attainment in reading, writing and maths as a result of intervention and additional support.