

## Catch Up Strategy 2020-21

1. Summary information					
<b>School</b>	Puss Bank School & Nursery				
<b>Total number of pupils</b>	456	<b>Total Catch Up Funding</b>	£30,640 (DfE published estimate)	<b>Date</b>	16/10/20

2. Summary of approach taken by school to develop this strategy
<p>All staff focused on the wellbeing of all children initially and settling back into school. Staff have then focused on children's behaviour and re-establishing routines and introducing new systems and routines due to COVID-19. Whilst continuing to focus on these areas, staff have restarted teaching the curriculum and have also carried out their own assessments to provide a baseline for this year and to identify gaps in learning/the impact of the partial school closure. Initial parents' evenings were held the week beginning 28<sup>th</sup> September and informal pupil progress meetings were held 13/10/20. From all this, specific areas have been identified and strategies to address the issues have been agreed. Pupils with SEND have had their SEN Support Frameworks reviewed to ensure that the targets are the right ones. The review of the quality first teaching strategies and interventions which have been put in place will happen during Pupil Progress meetings in December, March and in the Summer Term.</p>

3. Current attainment			
	National 2019	School 2019 (average over 3 years)	PP School 2019
<b>% achieving expected standard or above in reading, writing &amp; maths, Year 6</b>	65%	62.07% (70.07%)	33.3% (9 children)
<b>Progress in reading</b>	0.1	0.79 (0.93)	-1.38 (9 children)
<b>Progress in writing</b>	0.1	-0.84 (-1.52)	-2.6 (9 children)
<b>Progress in mathematics</b>	0.1	0.21 (0.23)	0.62 (9 children)
<b>% achieving expected standard or above in reading, Year 2</b>	75%	74%	67% (3 children)
<b>% achieving expected standard or above in writing, Year 2</b>	69%	70%	67% (3 children)
<b>% achieving expected standard or above in maths, Year 2</b>	76%	70%	67% (3 children)
<b>% achieving expected standard in Phonics Screening Check, Year 1</b>	82%	85%	67% (3 children)
<b>% achieving Good Level of Development, Reception</b>	72%	80%	50% (2 children)

4. Academic priorities to be addressed	
<b>A</b>	Phonics: Children in Y1 to be secure in Phase 3 phonics and then catch up to be secure in Phase by June so that they are able to apply their learning in their reading and writing. Y2 to all be secure in Phase 5 and Phase 6, applying this in their reading and writing. Y3 children to secure Phase 6 phonics and apply it in their writing.
<b>B</b>	KS2 writing – basic skills of handwriting, grammar, punctuation and a particular focus across the whole school on spelling.
<b>C</b>	Maths – basic place value and number skills; developing fluency.
Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates)	
<b>D</b>	A small proportion of children across a number of year groups whose attendance rates are very low. This requires work with families to re-establish routines and confidence in the children being back in school.
<b>E</b>	The emotional wellbeing of all children, with a focus on those who have found lockdown challenging and/or the return to school.
<b>F</b>	Stamina and resilience for learning.

5. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>A</b>	Phonics- children progress well so that that application of phonics is evident in reading and writing and their independence is improved. Quality of reading and writing work is age appropriate and they meet the expectations when phonics screening takes place.	Proportion of children on track to meet age related outcomes in reading and writing for each year group (Fdn1, Fdn2, Y1 & Y2) is at least in line with pre-covid outcomes.
<b>B</b>	Writing – basic skills of handwriting, grammar, punctuation and particularly spelling are evident in writing. Independence is back to pre-Covid levels. Quality of written work is age appropriate.	Proportion of children on track to meet age related outcomes in writing for each year group in KS2 is at least in line with pre-Covid outcomes.
<b>C</b>	The vast majority of children have a good level of fluency in basic place value and number skills.	Proportion of children on track to meet age related outcomes in maths for each year group is at least in line with pre-Covid outcomes.
<b>D</b>	To improve a small identified group of children’s attendance, signposting and providing support where needed.	Attendance of identified children improves so that they are in school almost every day.
<b>E</b>	To improve children’s mental health, providing support within school as necessary and signposting support outside of school for those who need it.	Children’s emotional health is not a barrier to learning because children’s wellbeing is effectively supported (measured using pupil voice/voice of the child).
<b>F</b>	To improve children’s behaviours for learning and mental health through a whole school approach to learning.	Children have established effective behaviours for learning; their stamina and resilience for learning is improved and is evidenced through pupil feedback and evidence in their work.

## 6. Planned expenditure

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Phonics curriculum redesigned to close the gaps.	Supporting accelerated progress, enabling children to get back on track quickly in phonics	EEF evidence that QFT has high impact.	Monitoring by subject leader and HT. Staff development discussions. Support from Trust Director of English	DE	During Pupil Progress meetings throughout the year.	Additional training and monitoring time – cover by additional G6 TA /supply teacher £3,000
Reading intervention to provide reading mileage and reinforcement of application of phonics in	Reading intervention to provide reading mileage and	Reading intervention to provide reading mileage and reinforcement of application of phonics	Reading intervention to provide reading mileage and reinforcement of application of phonics	MB	Ongoing and during Pupil Progress meetings throughout the year.	2 x 5 hours per week in Y2 MDA £2,000

KS1. TA to support class in P.E. with sports coach while teachers focus on reading with individuals & MDAs working with classes for 0.5 hour per day in Y1.	reinforcement of application of phonics					2x2.5 hours per week in Y1 MDA £1,000 Cover in-house for teachers
Reading intervention to provide reading mileage and reinforcement of application of phonics in KS2.	Reading intervention to provide reading mileage and reinforcement of application of phonics	Reading intervention to provide reading mileage and reinforcement of application of phonics	Reading intervention to provide reading mileage and reinforcement of application of phonics	HM & SC	Ongoing and during Pupil Progress meetings throughout the year.	2x5 hours per week in KS2 MDA £2,000
Spelling and writing curriculum for the KS2 redesigned to close the gaps. 1) Embedding of spelling scheme – classes starting with previous year's spelling patterns/objectives. 2) Additional sessions to practise skills, particularly in UKS2.	Children equipped with the knowledge and skills to be back on track for age-related	EEF evidence that QFT has high impact.	Monitoring by subject leader and HT. Staff development discussions. Support from Trust Director of English	SC	During Pupil Progress meetings throughout the year.	Additional training and monitoring time – cover by additional G6 TA £1,500
After school tuition groups – Y6 and targeted children (deprivation/safeguarding)	Accelerated progress to support children in meeting ARE/ GDS	Targeted teaching for all pupils in small groups has had previous success – teacher led	SLT monitoring	LH	Ongoing and more specifically at PPMs	@£30 p.h.  £5700 plus further covered in-house
Maths curriculum redesign to close gaps – focusing on the key knowledge and readiness for the next step.	Children are equipped with the knowledge and skills to be back on track for age-related expectations in the core aspects of mathematics.	EEF evidence that QFT has high impact.	Monitoring by leaders. Staff development discussions Support from Trust Maths SLEs and through the Maths Hub	LB & KV	During Pupil Progress meetings throughout the year.	Additional training and monitoring time – cover by additional G6 TA / supply teacher £3,000

Reception principles of counting assess, plan, do, review intervention. Started with all children now down to lowest 30% attainment in Principles of Counting.	Children are secure in their knowledge of the 5 principles of counting.	Children require a strong foundation of all the principles of counting on which to build mathematical knowledge and will have missed explicit teaching of one to one correspondence, order irrelevance and abstract principles in Summer term.	Use of Grade 6 with strong mathematical pedagogy with monitoring by class teachers and maths lead.	RS, LB & JA	Ongoing and Pupil Progress meeting in Dec 2020.	1 hour x 2 per week £1500
Reception daily fine motor activities supported by TA/T. Name writing, handwriting patterns, letter group formations, representing.	Children can control writing equipment to fluidly write letters, use the correct directionality in letter formation and writing and to create more complex representations such as pictures.	EEF Preparing for Literacy recommends that to support early writing directionality, control and letter formation is important in preparing for early writing. Children will have missed the focus on name writing and letter formation in the Summer term as well as Write Dance.	Use of class teachers and teaching assistants to target support and hold high expectations of the practice.	JA & LB	Weekly team meetings to adapt the focus for targeted activities.	20mins daily T/TA time (in-house cover)
Nursery adapted curriculum to enable the transition of a greater number of pupils than normal due to lockdown. Extended transition and PSED curriculum and slowed down progress through maths curriculum in response to AfL.	Children are settled and happy and able to access the curriculum. Children make progress through small steps that ensure firm foundations for future learning.	Evidence shows that getting transitions right for the children enables learning. Evidence shows that children who feel safe and secure can maximise their learning.	The Nursery team have strong knowledge of early years pedagogy and meet regularly to monitor the effectiveness of strategies.	DE, JN, KB, AB	Weekly team meetings to adapt approaches and discuss assessment and objectives.	Time to work collaboratively 1 hour a week.

<b>Total Budgeted Cost:</b>	£19,700
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**ii. Targeted support**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Communication and Language, PSED - Nursery	Pupils outcomes are age related or the gap is rapidly closing in	Evidence of this intervention having positive outcomes previously.		DE	Pupil Progress Dec	3 x 20mins per week TA £750

	C&L and PSED in Nursery					
NELI – Nuffield Early Language Intervention to support identified children.	Improve children’s oral language and early literacy skills so that the gap is closed.	Evidence of impact through EEF studies.	Monitoring by HT and external moderation through the research project.	LB	Ongoing, Pupil Progress meetings and at identified points in the project.	Appropriate tablet (school’s are too old) to carry out assessments & training £350 Cover for training 40 hours (10 hours per participant) £500
Additional support in reading and phonics for small group of children in Y1 – accelerate to ARE.	Support increased proportion of Y1 children in achieving ARE in phonics and reading.	Evidence of impact from previous use of this approach – providing reading mileage and reinforcing phonics.	Monitoring by subject leads.	MB/SP with KN	Ongoing review with class teachers and through Pupil Progress meetings.	HT delivering – covered in house,
Additional support in reading in Reception to accelerate the progress of those on track for ARE prior to lockdown.	Children on track for ARE before lockdown return to on track for ARE.	Evidence of regular reading to increase stamina and retention of reading skills.	Use of format of communication between G6 leading the intervention and class teachers. Monitoring by subject leads, team leader and class teacher.	LB/HM	Ongoing review with class teachers and through Pupil Progress meetings.	1 hour daily G6 £2000
Additional support in Maths with same day intervention to accelerate the progress of pupils identified in Pupil Progress meetings.	Children’s progress is accelerated to meet ARE.	Evidence of impact through EEF studies.	Monitoring by subject leads.	LB/KV	Ongoing review with class teachers and through Pupil Progress meetings.	30mins daily TA/teacher – in-house
Y6- additional support to target children during the staggered start and end of the school days. The focus of this 1-1 support is in maths and reading. The children targeted are	Children’s progress is accelerated to meet ARE. Children on track for ARE before lockdown return to on track for ARE.	Evidence of regular reading to increase stamina and improve phrasing and fluency.  Misconceptions are effectively addressed in	Monitoring by subject leads.	SC/CF	Ongoing review with class teachers and through Pupil Progress meetings.	30 minutes daily with teacher (staggered start time) – covered in-house

borderline ARE children and SEND.	Children's progress is accelerated.	maths ensuring understanding is secure for the following sequence of lessons.				
				<b>Total Budgeted Cost:</b>	£3100	
<b>iii. Other approaches</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
Play Therapy – 1 hour per week for x3 children at any time -- blocks of 6 sessions (play therapist)	Children's mental health to be well supported.	Positive outcomes for pupils from previous use of this support	Monitoring by HT and Learning Mentor.	MC	Ongoing through supervision and discussions with staff.	£37.50 per child per session - £3375
Learning mentor, bespoke programme to support children with social and emotional needs (site projects and life skills)	Children's mental health to be well supported.	Positive outcomes for pupils from previous use of this support.	Monitoring by HT and KS2 team leaders and teachers.	MC & A.N. Other	Ongoing through supervision and discussions with staff.	£4,000
Continue to embed Metacognition and self-regulation strategies.	Children can manage their own feelings and emotions	EEF recommended high impact approach	Monitoring by SLT	RH	Ongoing and through Pupil Progress meetings.	INSET and through in-house planned approach
Enable outdoor learning throughout COVID restrictions for Nursery children.	Children access the curriculum and therefore make accelerated progress through experiential and communicative experiences.	Early years best practice evidences that many children learn through the outdoors better than indoors.	Monitoring by DE & LB through weekly team meetings.	DE		£247.80
£30,923 – total allocated in plan				<b>Total Budgeted Cost:</b>	£7,623	

### Spring Term Review of Progress Against Strategy

- Progress with review and improvements of phonics teaching having a significant positive impact on pupils Reception, Y1 and Y2. Outcomes from phonics screening in Y2 clearly demonstrate the impact, with 95% of pupils achieving the expected standard. Y1 – the vast majority are secure in Phase 3 &4 and are now working in Phase 5.
- There is clear evidence of the impact of the focus on handwriting in pupils' books and teaching has focused on basic skills in writing.

- The majority of pupils are working with the expected level in place value and are focussing on deepening their knowledge in number – teaching and learning is following the revised curriculum, designed to address gaps and ensure pupils’ learning is deep.
- Attendance has been strong, with the small number of children with persistent absence being provided with targeted support to improve.
- A whole school self-esteem survey has been used to assess where children may be struggling with their emotional wellbeing and strategies have been put in place to support a number of pupils. This is in addition to whole school and cohort work to support all our pupils.

#### **Summer Term Review of Progress Against Strategy**

- We continued to focus on the development of phonics teaching, especially in KS1. Additional support for Y1 will be required as they move to Y2. This will be built into our plans for the next academic year. Further development of phonics and reading is planned using our new scheme Little Wandle.
- Spelling and vocabulary will continue to be areas for improvement as we move into the next academic year. We have planned a curriculum to meet the needs of the cohorts as we continue to recover from the pandemic.
- Maths coverage of the curriculum was as we planned for. The number of children on track for ARE has increased and with the use of the ready to progress document and reorganisation of the curriculum next year, we expect that attainment in maths will be in line with national expectations by the end of 2021-22
- The number of children who had persistent absence reduced as a result of the support given – more detailed analysis has been done by the attendance committee.
- We tried to secure tutors through the national tutoring programme, however we did not find a partner who could provide tutors to meet our needs. We planned to use school staff and interventions to further support pupils we identify.
- MDAs have received training and are working with small groups of children on developing a love of reading and supporting children to develop their fluency, reading aloud and comprehension.
- Further ‘tutoring’ using our own staff was unable to take place due to the level of staff absence and this will be carried over to the Autumn Term.