

Appendix 3:

Braunston Primary School Catch Up Strategy Statement

**Catch Up Strategy Statement**

Summary information			
<b>School</b>	Braunston CE Primary School		
<b>Academic Year</b>	2020-21	<b>Total number of pupils on roll</b>	196
<b>Date of Strategy</b>	22 .09.20 updated 10.03.2021	<b>Total Catch Up budget</b>	£16,320

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	10 10	2	Y4	15 14	2 3
Y2	13 9	2 0	Y5	21 20	2 5
Y3	10 15	5 5	Y6	7 13	4 5

In-school barriers to be addressed by Catch Up Funding (Tier 1 and 2)	
A.	<i>Tier 1: Carry out effective gap analyses based on standardised testing and teachers' on going assessment to prioritise learning of greatest benefit</i>
B.	<i>Tier 1: Provide focused training on the effective use of technology for the school community</i>
C.	<i>Tier 2: Prioritise the implementation of 1:1 and small group provision for English and Maths</i>
D.	<i>Tier 2: Ensure high quality feedback and liaison with pupils to have a greater impact on learning</i>
External barriers to be addressed by Catch Up Funding (Tier 3)	
E.	<i>Tier 3: Implementation of other effective interventions, SEMH focused where needed such as Drawing and Talking and Zones of Regulations</i>
F.	<i>Tier 3: Helping parents to support pupils to re-engage with school – feeling safe and ready to learn – through effective use of communication and provision of resources, including technology, where necessary</i>

<b>Planned actions and expenditure</b>				
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.				
<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>
Personalised one to one coaching by a Teaching and Learning Consultant, CPD via PDET and the Diocese Training Schedule and inhouse CPD provision to ensure QFT in all classroom, following Rosenshine Principles.	SLT and subject leads	SLT and subject leads regularly monitor the impact of CPD on QFT through observations, monitoring, work scrutiny and pupil/ staff voice following the monitoring timetable	All lesson observations show good or better teaching. Increase in the number of PP children across the school achieving the expected and higher standard at the end of KS1 and KS2 Baseline and data drops indicate gaps in learning have been successfully addressed and average standardised scores have increased.	£500 ( 1 x LM day) + PP funding (4 x LM day)  Total costs = £2500 of which £500 from Catch-Up
Specialist staff training in reading and spelling for all stakeholders to address areas for development relevant to support both disadvantaged learners and learners targeted for 'catch-up' provision.	SLT	Regular monitoring in class and interventions by class teachers, SENCo and termly data by HT.	Pupils make better progress in reading due to improve reading skills. Increase in the number of PP children passing the phonics test (Y1) (from 0/3 to 2/3). Progress in Reading across KS2 is at least at national (0.0+)	£100 (Janet Thompson)
Early assessments and effective use of gap analysis of data using testing and online support package. Teachers to use gap analysis to inform planning in order to ensure that gaps are challenged and addressed for individuals and small groups.	Teachers	HT to monitor data from standardised tests and evaluating success of interventions	Gaps are narrowed and learners show increased knowledge and confidence. Staff deliver additional interventions using gap analysis over a set period.	Cost already planned for eg purchase of assessments and Catch Up staffing hours (see below)

			Targeted children have made greater progress than their peers and the gap to ARE is narrowing. Interventions are targeted to children's personalised learning gaps and evidenced via AFL and AOL (weekly/ data drops)	
Ensure that feedback and liaison is of high quality and targets the gaps in learning through effective use of AFL.	SLT	Monitor impact of focused staff training on AFL on teaching and learning.	Following CPD including external consultant guidance, all staff to provide effective feedback. Impact will be shown that gaps have narrowed over time	£50 training
Focused training and resources for teachers to lead spelling and reading skills sessions including phonic support for KS2. (Vocabulary Ninja/Comprehension Ninja)	NS, ZMS and HL	Regular monitoring in class and interventions by class teachers, SENCo and termly data by HT.	Assessments show that pupils make better progress in spelling skills and reading due to improved skills and that the gap to ARE is narrowing.	£900
Provision of focused training on the effective use of technology to maximise learning.	AP and EH	AP monitors impact of training on staff confidence, increased use and impact on learning.	Staff use technology more confidently, as a tool to support QFT and learning eg MARK and Shine. Children demonstrate competences in accessing technology eg Maths Shed and Spelling Shed to enhance their learning.	No cost
			<b>Total budgeted cost</b>	£1550

<b>Tier 2: Targeted support:</b> 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> )				
<b>Key Actions</b>	<b>Staff Lead</b>	<b>Monitoring</b>	<b>Success Criteria</b>	<b>Cost</b>
Implement 1: 1 / small group targeted catch up groups (delivered by qualified teachers) focusing on gap analysis to narrow the gaps in English and maths.- using MARK tool and linked to Shine.  Targeted children in EYFS follow the Nuffield Early Language Intervention (NELI) daily intervention.	HT and DHT	SLT to monitor impact of teaching and learning through data and in discussion with pupil and CT.	Learners evidence catching up via assessments and school work.	£9680
To provide pupils with opportunities to access regularly within school and at home – maths shed and spelling shed	Teaching staff	Learning walks	Pupils make expected or better progress	Already costed
			<b>Total budgeted cost</b>	£9680
<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>
Continue to support disadvantage learners and those presenting with need (identified through Leuven scales and in discussion with parent, pupil, classteacher, pastoral team, SENCo) by delivering appropriate interventions such as Drawing and Talking and Zones of Regulation.	NS	Reports/ impact from teacher observations linked to intervention, pupil interviews, use of Leuven Scales by pupil and teachers at entry and exit point	Clear progress through improvement in pupil wellbeing scores, intervention reports and improved mind-set for learning.	Cost already planned for in PP funding (£10000) + Zones of Regulation Game £60
Help parents to support pupils to re-engage with school via effective communication including early parent/ teacher consultations.	All teachers	HT monitors communications	Parents engage and support school	No cost

<p>Purchase of technology to further support catch up sessions, maintain bubble systems and provide resources to learners who need technology at home on a loan basis to ensure they are not disadvantaged.</p> <p>Loan agreements drawn up and all parents understand the terms of the loan.</p>	<p>HT and EH</p>	<p>School to purchase technology and ensure that all pupils have access to technology to support teaching and learning.</p> <p>Teachers maintain records of children accessing live learning and Google Classrooms when children are remote learning</p>	<p>Increased number of laptops to ensure all children can access remoted learning.</p> <p>No child's progress has been limited by a lack of access to IT – monitoring indicates that children who have borrowed equipment are engaging well with the remote learning.</p>	<p>£5030</p>
			<p><b>Total budgeted cost</b></p>	<p>£5090</p>
			<p><b>Overall Cost</b></p>	<p>£16,320</p>

#### 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.*