

Catch Up Strategy Statement

1. Summary information					
School	St. Wilfird's Catholic Catholic Academy				
Academic Year	2020/21	Total Catch Up budget	£25,200	Total number of pupils Rec- y6	313

1. Areas in which support will be required in relation to aiding Catch Up Recovery and future attainment		
Barriers	Issues to be addressed in school	
Welfare		
Safeguarding		DSL is non teaching.
Mental health support		Impact of non - schooling and bereavement over lockdown, job losses and changes in family circumstances
Curriculum and assessment		
Disruption to teaching		Some pupils have not accessed schooling since the end of March. Some pupils did not complete home learning. Only a quarter returned on 1 st June. Phonics teaching was not completed at home as parents not skilled in delivering synthetic phonics. Electronic Remote learning needs to be developed and contingency plans need to be in place for staff who are isolating.
Assessment and reporting		<p>No testing took place. During the summer term. Government suspended external testing. During the Autumn term 2020, pupils will need to be assessed. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs will support the school to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Diagnostic assessment – the school will be considering important questions that relate to 'how' and 'when' we assess pupils. Questions may include:</p> <ul style="list-style-type: none"> • What learning has been lost or misunderstood? • What new knowledge and experiences have been gained? • Should we re-teach that material to the whole group, or move on? • What is the right balance between standardised assessments and classroom-based diagnostic assessments?
Gaps opened up by home learning		The school has identified that there are gaps in phonics in EYFS and KS1. The largest gaps in reading are in Rec and KS1 and Y3.

		The school has identified gaps in numeracy across the school. Pupils have missed subject specific learning in science and the foundation subjects. (Recap the what you need to know document in order to ensure they understand what went on before) (Could be discussion and videos)
Transitioning all pupils back into working at school		EWO is working with families who are still abroad or are in quarantine and those reluctant to return. Some pupils need support to get into the routine of school life. Most pupils are very tired by the end of the school day.
People and resources		
Governance capacity		Governance is strong at Director level and local level
Leadership capacity		Substantive Head now in place. VP vacancy has been advertised. A secondment of an Asst Head in place until December 2020, however, ideally this would continue throughout the academic year. If this was ceased at Christmas, school would need to recruit a Y6 teacher.
Financial		A restructure of the support staff took place to ensure a sustainable budget.
Recruitment and retention		Temporary staff have been made permanent to secure the staffing. VP vacancy has been advertised.
Others		

Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school.	Outcomes at the end of EYFS, Phonics, KS1 and KS2 show that all pupils (where appropriate) achieve Age Related Expectations
B.	Targeted academic support established across the school is in place.	Gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school.

C.	<p>Wider strategies are used to address barriers to ensure success. Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching is an effective strategy to support learning.</p> <p>Attendance – support and communication with parents and carers is good.</p>	<p>Attendance is in line with national and behaviour is consistently good across the school</p> <p>Extra - curricular activities support children's pastoral and academic progress.</p>
-----------	---	---

Planned expenditure					
Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school.</p>	<ul style="list-style-type: none"> • Re- establish a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impacting upon learning. • Re- establish <ul style="list-style-type: none"> - effective teaching, such as explicit teaching (clear explanations) - scaffolding, - flexible grouping - cognitive and metacognitive strategies • Peer-support model to help embed and sustain research-based teaching strategies. • A broad and engaging curriculum that focuses on vocabulary acquisition. • Whole school reading approach underpinned by 	<p>EEF guide to support school planning for effective teaching for all .</p> <p>EEF COVID 19 guide research guide which identifies actions which have been proven and has been complied by drawing on a wide range evidence from research and resources.</p>	<p>CPD undertaken by all teachers and support staff to reinforce and re-establish Quality First Teaching strategies</p> <p>Teaching across the school is consistent and no less than good in any year group.</p> <p>Peer support model embedded</p> <p>Work on the curriculum with the curriculum leader (SLE) is completed and the curriculum is fully</p>	<p>DL DC CS</p> <p>SLT</p> <p>DC</p> <p>DC</p>	<p>Cycle of review for all area programmed for each half term.</p> <p>Weekly book scrutiny</p> <p>Planning scrutiny weekly</p>

	<p>clearly defined formative assessment practices.</p> <ul style="list-style-type: none"> • Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects. • Development of a whole school Maths approach supported by SLE. • Effective formative assessment as a central point of T&L • Regular Subject Planning and Development Meetings • Home learning focuses on independent practice • Feedback on tasks • Monitor and evaluate outcomes and quality of implementation, 		<p>implanted and established.</p> <p>A consistent approach to the development of reading, writing and maths is in place across the school with all staff using the essentials for the development and progress in these areas.</p> <p>There is a specific focus on maths development with the support of a SLE leading to a consistent approach to maths teaching across the school which has clear progression.</p> <p>Formative assessments are embedded in the teaching practice across the school and these are used consistently.</p> <p>Use of metacognition is embedded across the school</p>	<p>DM (Maths SLE)</p>	
<p>Total budgeted cost:</p>					
<p>ii. Targeted Academic Support</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Targeted academic support is established and embedded across the school.</p> <p>Feedback is in place.</p>	<p>Structured interventions</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants - Reading interventions (Sutton Trust reading guidance) <p>- Nuffield Language Programme used in EYFS</p> <p>Same-day in-class intervention. Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent.</p> <p>Teacher-led targeted group teaching for Year 5 and Year 6 pupils.</p> <p>Specific intervention programmes led by both Teachers and Teaching Assistants</p> <p>Research School led literacy CPD to ensure high-quality teaching.</p> <ul style="list-style-type: none"> - Use reading guides for pre-teaching with targeted support groups. - Communicate reading guides with parents. 	<p>Nuffield (EEF evidence based)</p> <p>Use of EEF evidence base which includes the use of the following researched strategies-</p> <ul style="list-style-type: none"> -interventions such as 1:1 and small group work. -Effective implementation ensuring sessions are explicitly linked to daily lessons -effective Interventions are maintained over a sustained period - effective feedback structures in place <p>Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p>	<p>Staff training</p> <p>Monitoring of lessons</p> <p>Assessments</p> <p>Review</p> <p>Monitoring indicates that gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school.</p>	<p>CS</p> <p>SLT</p> <p>SLT</p>	<p>Half termly</p>

	<ul style="list-style-type: none"> - Provide parents with additional support materials. - Progress of impact monitored 				
--	--	--	--	--	--

Total budgeted cost £16,300

Wider Strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Wider strategies are used to address barriers to ensure success across the school</p> <p>Support and communication with parents and carers is good.</p>	<p>Ensure the most vulnerable pupils have priority access to classroom teaching and online materials.</p> <p>Ensure pastoral contact home for disadvantaged students also identify barriers to engagement due to technology or a lack of other forms of support.</p> <p>Use of coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning</p> <p>Ensure the most vulnerable pupils have priority access to classroom teaching and online materials.</p> <p>Outdoor learning provision in place.</p> <p>Attention on supporting pupils' social, emotional and behaviour</p>	<p>EEF Research guidance and EEF COVID 19 Guidance.</p>	<p>Behaviour is monitored across the school and at various points eg break, lunch..</p> <p>Behaviour and social and educational support in place for all identified children.</p> <p>Established routines in place to address attendance issues. Monitoring of attendance data and groups.</p>	<p>CS AH</p> <p>SLT</p>	<p>Daily monitoring of attendance.</p>

<p>Attendance is at least in line with national for all groups of children.</p> <p>Persistent Absence is lower than the national figure for all groups of children</p>	<p>needs as part of good teaching to be used as an effective strategy to support learning.</p> <ul style="list-style-type: none"> - parental engagement - Social and emotional learning - Reinforcing behaviour routines - Breakfast clubs <p>EWO to work with attendance officer in school.</p> <p>Snr leader to carry out first call to those with attendance issues.</p>	<p>Attendance needs to be good in order for children to achieve in school.</p>	<p>Senior leader monitors attendance daily.</p> <p>Monthly attendance records in place and analysed.</p> <p>Attendance reports to Governors.</p>		
<p>Total budgeted cost £ 4,600</p>					