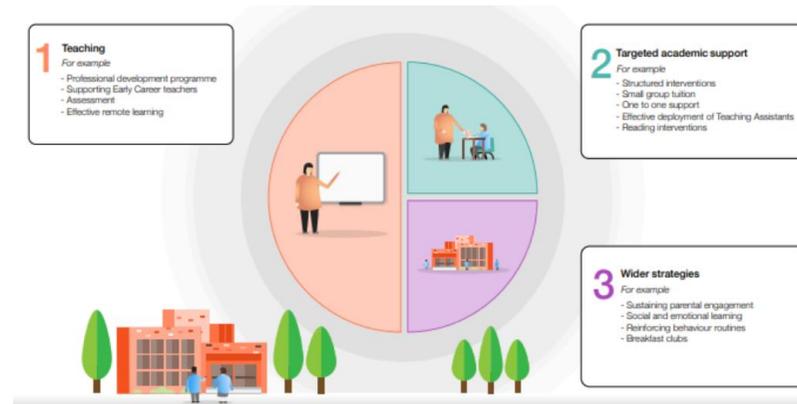


# St. Matthias Primary School Catch Up Curriculum Strategy Statement

1. Summary information					
School	St. Matthias CE Primary School				
Academic Year	2020/21				
Total number of pupils	183	Number of pupils eligible for Catch up Premium	183	Date for Strategy Review	July 2021
2. Current attainment comparison					
All pupils	% on track to meet ARE Spring 2019/2020 prior to the first lockdown.	% on track to meet ARE Spring 2020/2021 following 2 school closures	% reduction before and after lockdown		
Maths	57%	47%	Reduction of 10%		
Reading	66%	53%	Reduction of 13%		
Writing	55%	42%	Reduction of 13%		
<p><b>Context</b></p> <p>In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produced two help guidance documents:            “The EEF guide to supporting school planning- A tiered approach to 2020-2021”  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf</a>            and            “Covid-19 support guide for schools”  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p> <p>These documents suggest schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch up. ‘Catch up’ in this context refers to children learning the main aspects of the curriculum they have missed when they were in the first lockdown (March- August 2020) and then again in the second lockdown (January- March 2021)</p> <p>The tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest should be focussed on to have the greatest impact this year.</p> <p>(The <b>green text</b> are the areas within the “The EEF guide to supporting school planning” and the <b>red text</b> are those areas detailed in the “Covid-19 support guide for schools.”)</p> <p><b>Tier 1 – Teaching</b> (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) <b>Teaching and wholes school strategies</b> (Supporting great teaching, Pupil assessment and feedback and Transition support)</p> <p><b>Tier 2 – Targeted academic support</b> (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) <b>Targeted approaches</b> (One to one and small group tuition, Intervention programmes and extended school time)</p>					

Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology)

It is suggested the school's focus should also be split ½ on Tier 1 and a ¼ on Tier 2 and a ¼ on Tier 3, please see the diagram below:



### **Catch Up Premium**

The Government has allocated funding to each school to support “Catch-up”

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19#use-of-funds>

### **This Dfe guidance states:**

*Schools should use this funding for specific activities to support their pupils to **Catch up** for lost teaching over the previous months, In line with the guidance on [curriculum expectations for the next academic year](#).*

### **CATCH-UP PREMIUM for St Matthias**

Our school has been allocated a total of £13,360 for this academic year with £8800 received so far.

The DfE guidance on catch-up premium references the two school planning documents so we have decided to use the tiers to support our decision-making with respect to how we spend our catch-up premium. The decisions are guided by the school's vision and our determination to ensure all our children make progress from their starting points and 'catch-up' and reduce the impact of this pandemic and its effect on our children's academic or emotional development.

The following table shows our tiered approach and additional provision we will be putting into place following information from our Pupil Progress Meetings and Assessments following the school reopening on 8<sup>th</sup> March 2021, which will be funded by our 'Catch-up Premium.'

### 3. Planned 'Catch-Up Premium' expenditure

Academic year 2020/2021

#### Tier 1 Quality First Teaching

Approach/ Objective	What is the evidence rationale for this choice? (Intent)	Chosen Action/Approach (Monitoring)	Desired outcome (Impact)
To improve reading outcomes for KS2	<ul style="list-style-type: none"> <li>Assessment data will give accurate picture of children's reading attainment</li> <li>Books read independently will match the child's reading age / current attainment</li> </ul> To foster and motivate children to engage in independent reading	<ul style="list-style-type: none"> <li>Implement <b>Accelerated Reader</b> programme for KS2</li> <li>Catalogue existing reading books in every classroom to be included in Accelerated Reader programme</li> <li>Roll-out Accelerated Reader accounts across KS2</li> </ul> Monitor and track reading progress	<ul style="list-style-type: none"> <li>Children make accelerated progress in reading based on reading age at baseline compared to next assessment</li> <li>Pupil Voice demonstrates a greater engagement in independent reading</li> </ul> Data analysis shows higher engagement with AR
To provide resources to support spelling	<ul style="list-style-type: none"> <li>Children will be proficient in using age-appropriate dictionaries</li> </ul> Children will develop strategies for spelling new words	<ul style="list-style-type: none"> <li>Provide every class (Y1-6) with a class set of age-appropriate dictionaries and thesauruses</li> </ul> Ensure teaching staff model efficient use of dictionaries and thesauri and build vocabulary	<ul style="list-style-type: none"> <li>Children are able to locate words in dictionary and thesauruses efficiently</li> <li>Pupils develop greater independence with word finding</li> </ul> Vocabulary development in books
To assess all children's gaps in learning following an extended period of school closure	Children's gaps in learning accurately identified and school staff use this information to plan learning opportunities to close gaps rapidly PiXL for Reading, SPaG and Maths Teacher assessment for writing STAR Assessment for Accelerated Reader	PIXL assessments and other standardised scoring systems	Children's SS will increase from baseline Lessons will be tailored to meet needs of children in each class Book scrutiny will demonstrate clear progress for every child
To re-establish positive learning behaviours	Children will demonstrate positive learning behaviours in class and around the school Staff will know how to re-establish good learning behaviours	Staff to assess own class and decide whether to implement a repeat of 'Attention and Listening' whole school intervention programme	% of children demonstrating positive learning behaviours will increase Positive learning climate in classrooms
Wellbeing and Spirituality training	Many children and adults have been affected by the pandemic Teachers to incorporate the wellbeing and spirituality training into their daily practice to support those with needs.		
Extended Learning Clubs	Teachers to provide an extended learning club offered to all pupils in their class.	A focus on basic skills identified by the needs of the class/groups/ individuals.	Pupils will have more of their needs met and misconceptions eliminated through a focused practical approach.

	Children have missed a percentage of their face to face teaching due to the national lockdown and this is a response to the needs of the class in supporting their 'catch up' curriculum.	The Extended learning club will focus on Maths, Writing, Reading, and SPAG organised by the class teacher.	
To introduce a personalised learning approach in response to the pandemic	Century allows children to do more independent learning. It provides information about children through diagnostics and assessment. It is responsive to individual progress and identifies gaps in knowledge.	Assistant headteacher to train staff in the use of Century and set up log ins for all pupils. Pupils to access Century in school and at home as part of a catch up curriculum approach.	Through a personalised learning approach children's gaps and misconceptions are identified and targeted through an online learning approach.

Tier 2 Group support			
Approach	What is the evidence rationale for this choice?	Chosen Action/Approach	Desired outcome
To identify and target teach children in KS2 who are just below ARE in English	Children will make accelerated progress with their reading improving their reading age against their chronological age	<ul style="list-style-type: none"> <li>Identify and assess / baseline target children in KS2</li> <li>Implement the <b>Sound Training</b> intervention in KS2</li> </ul> Provide training for key staff in the delivery of Sound Training	<ul style="list-style-type: none"> <li>Children make accelerated progress compared to peers not in target group</li> </ul> Children make accelerated progress with their reading age against their baseline assessment
To improve mathematics outcomes for KS2	<ul style="list-style-type: none"> <li>Target children will make accelerated progress compared to their peers</li> </ul> Target children will make accelerated progress against the baseline assessment data	<ul style="list-style-type: none"> <li>Identify and assess / baseline target children in KS2</li> <li>Implement a robust intervention programme in Maths for target UKS2 children</li> </ul> Train staff in delivery of effective Maths intervention	<ul style="list-style-type: none"> <li>Children make accelerated progress compared to peers not in target group</li> </ul> Children make accelerated progress with their Maths attainment against their baseline assessment
To improve phonics outcomes for Year 1	<ul style="list-style-type: none"> <li>Target children will make accelerated progress towards meeting the phonics pass score.</li> </ul>	<ul style="list-style-type: none"> <li>Using the ongoing phonics assessments completed</li> </ul> children have been identified for group interventions	<ul style="list-style-type: none"> <li>A higher percentage of children to meet the pass mark and increase their phonics knowledge.</li> </ul>

<b>Tier 3 individual support</b>			
<b>Approach</b>	<b>What is the evidence rationale for this choice?</b>	<b>Chosen Action/Approach</b>	<b>Desired outcome</b>
To support children's wellbeing on return to school in the form of breakfast club	Children that require tailored pastoral support have their needs met through the provision of breakfast club to support their transition from home to school.	HT/SENCO to offer a place in breakfast club to those children who find leaving their parents difficult.	Children are more settled prior to entering the classroom and therefore learning can take place. Attendance percentages more in line with NE
To support children's wellbeing on return to school in the form of Dramatherapy	Wellbeing support is essential in the response to the pandemic and school closures.	Child to receive bespoke Dramatherapy linked to their needs and the impact of the pandemic.	Child is more settled in lessons and attending school and therefore a positive impact on learning.
To introduce a personalised learning approach in response to the pandemic	Century allows children to do more independent learning. It provides information about children through diagnostics and assessment. It is responsive to individual progress and identifies gaps in knowledge.	Assistant headteacher to train staff in the use of Century and set up log ins for all pupils. Pupils to access Century in school and at home as part of a catch up curriculum approach.	Through a personalised learning approach children's gaps and misconceptions are identified and targeted through an online learning approach.
Pupil Conferencing	Pupil conference to give clear feedback to individuals about their performance to improve learning. Learners will be set an achievable goal which will be reviewed regularly.	Class teachers will work with individuals identifying their successes and next steps for improvement in English and Maths. Targets will be set and worked on for a short period of time before they are reviewed.	Children will know their next steps to success and make rapid progress towards their focused targets.