



Catch Up Strategy Statement

2020-2021

Summary Information			
School	Gorse Ride Schools		
Academic Year	2020/21	Infant Catch Up Budget	£11,200
Total number of pupils	Infants: 149 Juniors: 212	Junior Catch Up Budget	£17,520

Rationale

The government has announced £1 billion of funding to support children and young people to catch up. For Gorse Ride Schools, this means an additional £17,520 for the Junior school and £11,200 for the Infant and Nursery school. This funding will focus specifically on offering targeted academic support to individuals, with Pupil Premium funding focusing on:

- Teaching
- Assessment and target support
- Wider Support such as mental health and well-being, attendance

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

As a result of lockdown and school closure children from the most vulnerable and disadvantaged backgrounds will be impacted the most. Evidence consistently shows the positive impact that targeted academic support can have for those pupils who are not making good progress – The EEF Guide to Good Planning. Gorse Ride Schools have the professional knowledge and expertise to ensure that our children recover and get back on track following this disruption to their education.

Strategy Statement

Regardless of background or barriers to learning we are committed to providing the highest quality education to all our children through targeted academic and well-being support plans. Tuition delivered by qualified teachers or teaching assistants who have been trained in specific approaches will have the highest impact. (EEF Covid-19 Support Guide for Schools – June 2020)

Strategy Aims

To school aims to:

- Recover for Well-being
 - To ensure pupil resilience, engagement in learning and attendance is good.
- Rebuild for Learning
 - Pupils disadvantaged by school closure “catch up” in their learning in order to achieve ARE in all core subjects
 - The gap between identified pupils’ groups and all other pupils is narrowing in all core subject areas

Barriers for Future Attainment

- Some pupils may not have the basic skills in Maths and English to meet age related expectations.
- Some pupils may have limited speech and language skills which can impact learning.
- Social and emotional issues for some pupils (particularly disadvantaged or SEND) are having a detrimental effect on their academic progress
- Learning skills need developing, e.g. organisation, commitment, resilience, attendance and lateness
- Some pupils may have limited or restricted access to technology.

Targeted Support

Action	Outcome	Success Criteria	Staff leads	Review
To offer high quality RWI lessons and catch up sessions – additional TA employed. Y2/3 ** (1) Sept 20-ongoing.	Targeted pupils achieve ARE in Reading and writing	<ul style="list-style-type: none"> ● RWI and ‘Catch Up’ interventions accelerates/maximises progress and minimise learning gaps ● Pre and post assessment results highlight the effectiveness ● 85% will pass the phonic screener check 	SLT in partnership with class teachers	End of spring term (Pupil progress reviewed monthly).
ABC Volunteer Readers programme, identify pupils in Y2,3,4 & 5 requiring regular 1:1 reading intervention to strengthen reading outcomes.** (2) (3/11/20 onwards)	Targeted pupils achieve ARE in reading by the end of the academic year.	<ul style="list-style-type: none"> ● On-going assessments evidence that pupils are achieving ARE objectives. ● Pupils have age appropriate decoding, vocabulary, inference and comprehension skills. 	SLT in partnership with class teachers	End of spring term (Pupil progress reviewed monthly).



Targeted Support				
Action	Outcome	Success Criteria	Staff leads	Review
		<ul style="list-style-type: none"> Targeted pupils make accelerated progress and illustrate high engagement in reading. 		
Reading Booster/Guided Groups: Identified pupils work in small group to develop reading competencies-focus on comprehension, development of vocabulary. Y5 & 6. ** (2) (January '21)	Targeted pupils achieve ARE in reading by the end of the academic year.	<ul style="list-style-type: none"> Pre and post assessments evidence improvement in fluency, accuracy and comprehension. NFER Reading tests evidence reading at age appropriate level. 	SLT in partnership with class teachers	Monthly progress checks. February 2021 April 2021
1:1 Targeted Regular Readers Programme. Y4 (2) (3/11/20-07/21)	Targeted pupils can summarise content of paragraphs read, discuss main characters, meaning of new vocabulary, make links between books read.	Pre and post assessments evidence improvement in fluency, accuracy and comprehension. High engagement in Reading.	SLT in partnership with class teachers	Monthly progress checks. February 2021 April 2021 June 2021
Catch Up writing sessions- small group 4 x weekly- led by teacher supported by TA. ** (1) (3/11/20-18/12/20)	Pupils legibility, use of conjunctions, subordinating conjunctions & use of vocabulary extended and improved.	Targeted pupils equipped to meet ARE at end of year 4.	Writing lead in partnership with class teachers	Fortnightly progress checks. February 2021 April 2021 June 2021
Implement targeted Catch Up writing sessions for identified pupils in Year 5. Y5 Teacher employed for additional hours to teach to writing gaps. ** (1) (04/01/21-12/02/21)	Targeted pupils make rapid progress in closing identified gaps in writing (sentence level/punctuation) and achieve ARE at the end of Year 5.	The gap between targeted pupils and all other pupils diminishes.	SLT in partnership with class teachers.	Fortnightly progress checks. December 2020 January 2021 February 2021 March 2021



Targeted Support				
Action	Outcome	Success Criteria	Staff leads	Review
Implement targeted Catch Up writing sessions for identified pupils in Year 6. In-house TA with specific training in modelling writing – given additional hours, directed by teacher. ** (2) (04/01/21-31/03/21)	Pupils sentence level capabilities, use of more adventurous grammar & vocabulary strengthen.	Improved outcomes for all targeted pupils and increased ARE outcome at end of Key Stage 2.	Writing lead in partnership with class teachers	Fortnightly progress checks. January 2021 February 2021 March 2021 April 2021
Implement maths booster sessions with TA trained in maths mastery approach. 3x weekly for Y6. ** (2) (04/01/21-31/03/21)	Pupils arithmetic fluency, language for maths and reasoning skills are strengthened.	Identified pupils achieve ARE in maths at end of Year 6.	Maths lead in partnership with class teachers & identified SLT.	Monthly progress checks. January 2021 February 2021
Maths booster sessions with teacher x4 a week in Year 4. ** (1) (3/11/20-18/12/20)	Pupils understanding of number, place value and computation skills improved.	Targeted pupils equipped to meet ARE at end of year 4.	Maths lead in partnership with class teachers & identified SLT.	Monthly progress checks. October 2020 November 2020 December 2020
Maths booster sessions with trained TA x3 a week in Year 3. ** (2) 04/01/21-12/02/21)	Pupils understanding of number and basic computation improve and thereby reasoning skills are enhanced.	Targeted pupils equipped to meet ARE at the end of year 3.	Maths lead in partnership with class teachers & identified SLT.	Monthly progress checks. January 2021 February 2021
Maths Catch up sessions for identified pupils in Year 5. 3 x a week led by teacher supplemented by TA. (04/01/21-12/02/21) (1)	Pupils understanding of number and basic computation improve and thereby reasoning skills are enhanced.	Improved outcomes for all targeted pupils and increased ARE outcome at end of Year 5.	Maths lead in partnership with class teachers & identified SLT.	Monthly progress checks. January 2021 February 2021



Targeted Support				
Action	Outcome	Success Criteria	Staff leads	Review
<p>Maths leads timetable targeted coaching sessions for priority year groups to support teachers and TAs with further implementation of Maths Mastery and Power Maths (Use PPA for other sessions needed). EYFS-Y6 (3/11/20-ongoing) (1)</p>	<p>Pupils arithmetic fluency, language for maths and reasoning skills are strengthened. Pupils understanding of number, place value and computation skills improved. Pupils understanding of number and basic computation improve and thereby reasoning skills are enhanced.</p>	<p>Learning walks and coaching sessions show fidelity to Power Maths and Mastery approach Targeted pupils achieve ARE</p>	<p>Maths leads, SLT and identified staff</p>	<p>In the moment feedback for staff via coaching sessions Maths RAP – monthly review. SLT Meeting to review impact end of January 2021.</p>
<p>Soft start to support emotional well-being - 4 Disadvantaged pupils identified to attend 5 mornings a week. EYFS, Y1, 2 & 4. PPG funded-(3/11/20-ongoing) (3)</p>	<p>Children show an improvement in their social and emotional wellbeing and readiness to engage in learning which will in turn improve their academic progress.</p>	<p>Improvement in their academic progress. Improvement in their punctuality and attendance records. Demonstrate learning skills such as organisation and resilience .</p>	<p>SLT with feedback from class teachers and Breakfast club</p>	<p>Ongoing</p>

