



Catch Up Premium Strategy 2020/21

School overview

Metric	Data
School name	Great Marsden St John's
Pupils in school	207
% of disadvantaged pupils	35%
Catch Up allocation this academic year	£16,800
Academic year or years covered by statement	2020-2021
Publish date	13.10.20
Review date	March 2021 and September 2021
Statement authorised by	Michaela Underwood
Catch Up Premium Lead	Michaela Underwood
Governor lead	Daphne Durham

Data Analysis - no data

% of Children at Age Related Expectation September 2019	% of Children at Age Related Expectation September 2020
Reading	Reading
Writing	Writing
Maths	Maths

Strategy aims for all pupils

Aim	Required Outcome	Time scale
Priority 1 - To provide a Covid secure environment.	Disruptions to teaching and learning are minimised as instances of Covid related absence amongst staff and pupils are few.	Established by September. Evaluated and refreshed regularly.
Priority 2 - To provide robust support for staff and pupil wellbeing.	Disruptions to teaching and learning are minimised as instances of stress, anxiety and tension are reduced leading to improved attendance rates for staff and pupils. Good mental health also leads to better productivity for all.	By March 2021
Priority 3 - To assess all pupils accurately and regularly.	Accurate assessment leads to focused and targeted teaching to facilitate rapid catch up.	Initial baseline by 12/09/20 Informal data drops November and February

		Target Tracker data drops December and March.
Priority 4 - To provide 'catch up' programs for English and Maths - including phonics.	Children will make rapid progress in English, Maths and Phonics mitigating disrupted learning during lockdown.	Established Sept 2020 Evaluated as per data drops and refreshed as necessary.
Priority 5 - To provide a broad and balanced curriculum alongside 'catch up' programs.	Children will remain motivated and engaged in their learning as the teaching they receive will be rich and stimulating.	Established Sept 2020 Monitored by Subject Leads.
Priority 6 - To provide high quality online learning for children isolating due to Covid regulations.	Disruption to learning and progress will be minimised.	Established September 2020
Projected spending	£16,800 plus planned funds from GAG and PP	

Teaching priorities to achieve Strategy aims

Aim	Required activities
Priority 3 - To assess all pupils accurately and regularly.	<p>Baseline assessments to be completed using Testbase, Past SATS papers, in house assessment (EYFS) and pilot DFE baseline for EYFS.</p> <p>Daily marking and feedback used to assess and move learning on (See Marking and Feedback policy)</p> <p>In house moderation activities to quality assure data</p> <p>Literacy Moderation provided by Lancashire Literacy Consultants.</p> <p>Regular data drops that are easily administered so as keep teacher workload manageable.</p> <p>Use of Target Tracker to analyse data and spot trends.</p>
Priority 4 - To provide 'catch up' programs for English and Maths - including phonics.	<p>Replan class timetables to fit in short, focused taught sessions led by class teachers in maths, spelling, spag and phonics.</p> <p>In the first instance, catch up sessions to focus upon key skills from the previous year group.</p> <p>Catch up plans shared with subject leaders for quality control.</p> <p>Regular staff meeting discussion around the effectiveness of these sessions so as to move learning on appropriately.</p> <p>Employ a qualified teacher in the Spring term to deliver targeted interventions for key pupil groups.</p>

	Use specific intervention schemes eg Fast Forward Phonics / Bounce Back Phonics.
Priority 5 - To provide a broad and balanced curriculum alongside 'catch up' programs.	<p>Subject Leaders to produce a slimmed down curriculum map for 2020/21</p> <p>Subject Leaders to produce the above with clear understanding about skills progression and the potential of creating a 2 year rolling program.</p> <p>Use bought in PPA cover to broaden the curriculum offer to all children.</p>
Priority 6 - To provide high quality online learning for children isolating due to Covid regulations.	<p>Update Google classrooms as this was used highly effectively throughout lockdown.</p> <p>Daily update to class teachers about who requires online learning due to isolating/quarantining.</p> <p>Know how to trigger DFE laptops for disadvantaged children.</p> <p>Resend passwords and logins for TT Rockstars, Purple Mash, Prodigy etc</p> <p>Clear communication with parents/carers about expectations for home learning.</p> <p>Google classroom training for new staff.</p> <p>Google classroom advanced training for Computing Lead, who will disseminate to colleagues.</p>

Targeted academic support to achieve Strategy aims.

Aim	Required activities
Priority 2 - To provide robust support for staff and pupil wellbeing.	<p>Buy in trained counsellor services one day per week to support the most vulnerable children.</p> <p>DHT to lead on pupil and staff well being, developing a 2 year action plan.</p> <p>Participate in Embers the Dragon emotional well being research project in Years R and 1.</p> <p>ELSA trained member of staff available to children who present with wellbeing needs on a day to day basis.</p> <p>Staff sign posted to organisations to support wellbeing.</p>
Priority 3 - To assess all pupils accurately and regularly.	<p>Baseline assessments to be completed using Testbase, Past SATS papers, in house assessment (EYFS) and pilot DFE baseline for EYFS.</p> <p>Daily marking and feedback used to assess and move learning on (See Marking and Feedback policy)</p> <p>In house moderation activities to quality assure data</p> <p>Regular data drops that are easily administered so as keep teacher workload manageable.</p> <p>Use of Target Tracker to analyse data and spot trends.</p>
Priority 4 - To provide 'catch up' programs for	Replan class timetables to fit in short, focused taught sessions led by class teachers in maths, spelling, spag and phonics.

<p>English and Maths - including phonics.</p>	<p>In the first instance, catch up sessions to focus upon key skills from the previous year group.</p> <p>Catch up plans shared with subject leaders for quality control.</p> <p>Regular staff meeting discussion around the effectiveness of these sessions so as to move learning on effectively.</p> <p>Employ a qualified teacher in the Spring term to deliver targeted interventions for key pupil groups.</p> <p>Use specific intervention schemes eg Fast Forward Phonics / Bounce Back Phonics.</p>
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Wider strategies to achieve Strategy aims

Aim	Required activities
<p>Priority 1 - To provide a Covid secure environment.</p>	<p>Policies, procedures and routines established and disseminated to all staff/children and wider school community.</p> <p>The above to be regularly reviewed.</p> <p>HT to liaise with COO regularly.</p> <p>PPE readily available</p>
<p>Priority 2 - To provide robust support for staff and pupil wellbeing.</p>	<p>Buy in trained counsellor services one day per week to support the most vulnerable children.</p> <p>DHT to lead on pupil and staff well being, developing a 2 year action plan.</p> <p>Participate in Embers the Dragon emotional well being research project in Years R and 1.</p> <p>ELSA trained member of staff available to children who present with wellbeing needs on a day to day basis.</p> <p>Staff sign posted to organisations to support wellbeing.</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
<p>Teaching</p>	<p>Consistency of marking and feedback to move learning on.</p> <p>Staff subject knowledge.</p> <p>Poor time management.</p> <p>Maximising additional adults to move learning forward.</p>	<p>Subject knowledge enhanced by training, input from Maths and Literacy Leads and consultancy.</p> <p>Regular book looks will pick up issues with marking and feedback.</p>
<p>Targeted support</p>	<p>Inconsistencies in teacher experience in assessing pupils accurately.</p> <p>Staff absence leads to inconsistency in timetable delivery.</p>	<p>Moderation activities highlight discrepancies in assessment accuracy which can then be resolved.</p> <p>Any staff with planning and delivery responsibilities must ensure weekly plans are readily</p>

	<p>Isolating/quarantining children will miss chunks of learning thus widening gaps.</p> <p>Finding the right professional to deliver targeted interventions.</p>	<p>available to be used in the event of their absence.</p> <p>Online learning will be relevant and robust thus offering children at home parity of opportunity to access pertinent teaching.</p>
Wider strategies	<p>Children and staff absences are high which affects learning continuity and well being support.</p> <p>Covid practices are not adhered to putting staff/children/community at risk.</p>	<p>Any staff with planning and delivery responsibilities must ensure weekly plans are readily available to be used in the event of their absence.</p> <p>Online learning will be relevant and robust thus offering children at home parity of opportunity to access pertinent teaching.</p>

Review: aims and outcomes

Aim	Outcome
Priority 1 - To provide a Covid secure environment.	Staff absences were high. Pupil absences combined with these led to class closures.
Priority 2 - To provide robust support for staff and pupil wellbeing.	Due to extensive Trust support, all staff were fully paid throughout periods of illness and return to interviews captured any residual issues - long Covid symptoms.
Priority 3 - To assess all pupils accurately and regularly.	Pupil assessments at year end were all moderated for accuracy. There were no external data checks.
Priority 4 - To provide 'catch up' programs for English and Maths - including phonics.	Staff deployment to deliver high quality catch up programmes suffered disruptions.
Priority 5 - To provide a broad and balanced curriculum alongside 'catch up' programs.	This aspect worked well. The slimmed down but focused approach to curriculum planning allowed children to access the full range of subjects.
Priority 6 - To provide high quality online learning for children isolating due to Covid regulations.	Google classroom, plentiful resources and well drilled systems and protocols meant that switching to online learning was swift and purposeful.

School based data - NOT EXTERNAL

% of Children at Age Related Expectation September 2020	% of Children at Age Related Expectation August 2021
Reading 54%	Reading 61%
Writing 29%	Writing 52%
Maths 46%	Maths 55%