



Catch Up Premium Strategy 2021/22

Reviewed July 202

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	£10,005
Tutoring Grant	£7,695
Total	£17,700
Academic year or years covered by statement	2021-2022
Publish date	1.10.21
Review date	July/August 2022
Statement authorised by	Michaela Underwood
Catch Up Premium Lead	Michaela Underwood
Governor lead	Daphne Durham

Data Analysis - internal data

% of Children at Age Related Expectation December 2021	% of Children at Age Related Expectation July 2022
Reading 63%	Reading 65%
Writing 52%	Writing 59%
Maths 53%	Maths 61%

Strategy aims for all pupils

Aim	Required Outcome	Time scale
Priority 1 - to make well informed decisions about how to best to allocate the funds	Research based decisions, eg EEF, will inform decision making and led to strong outcomes related to expenditure.	Autumn 2021
Priority 2 - to train staff to deliver effective interventions	Training will be meaningful and impactful on practice.	Autumn 2021
Priority 3 - to evaluate existing schemes of work for all aspects of literacy and maths for effectiveness.	React to evaluation and use funding to implement new initiatives where applicable.	Spring 2022
Priority 4 - to make effective use of assessment	Reactive, dynamic assessments will ensure that the right children are being targeted for catch up funding expenditure	Throughout the year.

milestones and on-going assessment.		
Priority 5 - Develop a timetable which facilitates effective intervention alongside delivery of the core and wider curriculum.	Staff will find the timetable manageable and children will receive a rounded education.	Autumn 2021
Priority 6 - Ensure robust support for ECTS. (2/7 classes taught by ECTs)	ECTs will deliver strong QFT.	Throughout the year
Priority 7 - Ensure that children have the social and emotional support required to thrive.	Children and families will feel supported.	Provision in place by Autumn 2021

Teaching Priorities to achieve Strategy aims

Aim	Required activities
Priority 2 - to train staff to deliver effective interventions	Register staff with School Led Tutoring Staff complete training and receive accreditation. LCC Better Reading Partners NELI - Nuffield Early Language Maths - Ready to Progress Effective start and end points to measure progress.
Priority 4 - to make effective use of assessment milestones and on-going assessment.	Intervention effectiveness evaluated half termly via provision map Assessment Policy revisited to provide clarity Moderation events - in school and external with Trust and LCC partners. Pupil Progress conversations around data analysis.
Priority 5 - Ensure robust support for ECTS. (2/7 classes taught by ECTs)	Training for Mentor Engagement with Star - programme provider and appropriate body. Weekly 10% cover Follow the structure of the ECT coaching model.
Priority 3 - to evaluate existing schemes of work for all aspects of literacy and maths for effectiveness.	Seek advice from LA advisers Liaise with Trust members to reflect upon their schemes and outcomes Consider financial implications

Targeted Academic Support to achieve Strategy aims.

Aim	Required activities
Priority 2 - to train staff to deliver effective interventions	Register staff with School Led Tutoring Staff complete training and receive accreditation. LCC Better Reading Partners NELI - Nuffield Early Language Maths - Ready to Progress
Priority 5 - Develop a timetable which facilitates effective intervention alongside delivery of the core and wider curriculum.	INSET day to look at holistic curriculum development which will include apportioning time, resources and space for interventions.

Wider Strategies to achieve Strategy aims

Aim	Required activities
Priority 7 - Ensure that children have the social and emotional support required to thrive.	Appoint new counselling service Maintain ELSA support in school.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	ECT programme is very demanding on time for both ECT and Mentor Assessments will lack rigour Even with training and accreditation staff may not be effective in delivery.	Regular welfare checks and ensure content being covered is relevant to ECT. Make full use of highly experienced subject leaders to QA data. Moderation activities highlight discrepancies in assessment accuracy which can then be resolved Monitoring of teaching and results will catch any poor practice before it is detrimental.

Targeted support	<p>Staff absence leads to inconsistency in timetable delivery.</p> <p>Isolating/quarantining children will miss chunks of learning thus widening gaps.</p> <p>Timetabling becomes highly complex and unwieldy.</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> <p>Be flexible and be prepared to reflect and adapt if and when issues arise.</p>
Wider strategies	<p>Loss of key staff eg ELSA</p> <p>Fail to secure counselling service</p> <p>Lack of support from wider agencies.</p>	<p>Be knowledgeable about who delivers quality ELSA training so that a new ELSA can be prompt trained.</p> <p>Inclusion manager to be fully briefed as to other agencies who may be able to help with our most vulnerable children.</p> <p>Secure a meeting with our named colleagues at organisations like school nursing, CAFWS to build relationships. Keep abreast of changes to the whole CSC system.</p>

Review: aims and outcomes July 2022

Aim	Outcome
Priority 1 - to make well informed decisions about how to best to allocate the funds	<p>The interventions in place have yielded good results. Those children who did not make accelerated progress - made expected progress.</p> <p>This suggests that the interventions and personnel delivering them were well selected.</p>
Priority 2 - to train staff to deliver effective interventions	<p>Examples of Intervention outcomes - based on data.</p> <p>Better Reading Partners Progress data</p> <p>16 children accessed this intervention between Autumn 2 and Summer 2.</p> <p>6 children made a year's expected progress or better in a term.</p>

	<p>5 made better than expected progress for a term in a term of intervention 5 made expected progress.</p> <p>Maths Intervention Y 6 Overall, we went from having 10 meeting the expected standard in November to 17 + 1 GD in May.</p>
Priority 3 - to evaluate existing schemes of work for all aspects of literacy and maths for effectiveness.	New schemes of work in place for Sept 2022 in phonics and mathematics.
Priority 4 - to make effective use of assessment milestones and on-going assessment.	The children selected for interventions were based upon gap analysis. This meant that grouping could be tailored thus maximising teaching time.
Priority 5 - Develop a timetable which facilitates effective intervention alongside delivery of the core and wider curriculum.	Book looks and pupil conferencing tells us that children have experienced the full curriculum diet this year. Interventions have been short, sharp and regular meaning that children were not missing great chunks of foundation subject teaching and learning.
Priority 6 - Ensure robust support for ECTS. (2/7 classes taught by ECTS)	ECTs report that they have been well supported. The classes/intervention children for whom they have had responsibility have performed in line with expectations.