

Catch Up Strategy Statement



Summary information

School	Sinai Jewish Primary School		
Academic Year	2020-2021 Reviewed Jan 2021	Total number of pupils on roll	557 (Number on roll R-6 – October 2019 census = 557)
Autumn Funding	£11,140	Total Catch Up budget	557 children x £80 = £44,560
Spring Funding	£11,140		
Summer Funding	£22,280		

Aims for “catch up” at Sinai:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- To support the progress of identified groups of children
- The mental health needs of pupils are met and supported by the school.

In-school barriers to be addressed by Catch Up Funding Informed by baseline/ongoing assessments

A	Reading <i>Autumn data shows that a significant number of Yr1 children are not reading at age related expectations. Phonics assessment of Year 2 children shows that 3 children are not at ARE and 10 children need continued support.</i>
B	Maths fluency and gaps - Fluency in maths is a particular concern and an area that will be targeted. Factual recall and an ability to apply knowledge to different concepts. Particular focus on x tables in 3, 4, 5. <i>Autumn data shows that Year 3 children in particular are not working at age related expectations.</i>

C	Writing <i>Autumn data shows that the numbers of children across the whole school working securely at age related expectations has dropped.</i>
D	CPD <ul style="list-style-type: none"> • <i>NQTs/RQT missed a term therefore needing additional support to consolidate key teaching and learning skills.</i> • <i>Staff training to enable our Remote Learning Policy to become confident practice.</i> • <i>Assessment – how to identify gaps in learning and how to address them</i>
External barriers to be addressed by Catch Up Funding (Tier 3)	
E	<i>Access to Devices - not all children and families have access to a device. Some families have only one device to share between children.</i>
F	<i>Wellbeing – a significant number of children's parents have alerted us to concerns for mental health and wellbeing</i>
G	<i>Attendance/engagement – to ensure high levels of attendance and engagement for all children</i>

Planned actions and expenditure					
Tier 1: Teaching and Whole School Strategies: Tier 1 (EEF Guide a tiered approach)					
Key Actions	Staff Lead	When?	Monitoring	Success Criteria	Cost
To provide effective CPD Learning and Teaching strategies. clear explanations, scaffolding and feedback, meta-cognition, retrieval NQTs/RQTs – mentors and programme of study in place Remote Learning -Google Classroom, how to record lessons via loom, use of Edpuzzle, google forms – to effectively to support children's learning. Assessment data , interpreting and using data, support with how to close gaps	SLT LL (NQTs/RQTs) CG	Autumn term Spring -Jan inset Summer Term	Monitor MTPs, lessons, slides and work LL to monitor and support NQTs/RQTs and their mentors SLT to monitor remote learning offer.	All staff are supported with teaching and learning and feel confident to teach planned curriculum NQTs/RQTs are well supported and teach consistently good lessons Our remote learning is of high quality and therefore supports children in making progress in learning when self-isolating	In school
Purchase Flashback 4 to be used for Maths Meetings and introducing support of questioning and explanation	Maths team	Autumn term	Monitor planning and lesson delivery	Improve fluency in maths for specific year groups, pupils to make good progress from their Aut 2020 baseline	£90

Purchase Lucid Rapid to support dyslexia screening Dyslexia tool box – to support children in class	NB	Autumn term	Monitor specific children, work samples, assessment data	Identified children close the gap with writing	£250 £234 (initial cost)
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Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. ‘The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils’ EEF

We have put in place high quality, structured interventions.

Key Actions	Staff Lead	When	Monitoring	Success Criteria	Cost
Additional teacher in Year 1 to develop key phonic skills, early reading and writing skills 3 days a week - 30 pupils (20/30 mins group sessions plus 1:1 15mins sessions)	ML	Autumn term Oct-Dec	KM	Children make accelerated progress in phonics and reading Children to close the gap and be reading at least yellow by end of term, majority blue	£7,553.22
To provide additional ‘remote’ support for identified children in all year groups who are struggling to access age related learning whilst at home. (This is a combination of supporting class work and providing extra support – phonics, maths, reading, writing boosters/conferencing. Provided by teachers and teaching assistants)	TAs across all year groups R-6 Teacher focussed groups/1:1	Spring term	Class teacher, SLT	Children make accelerated progress in identified area of learning	£9716.03

Tier 3: Wider Strategies (Addressing Barriers)

Key Actions	Staff Lead	When?	Monitoring	Success Criteria	Cost
Ensuring access to technology is key, particularly for disadvantaged pupils-EEF Provision of Devices An audit has been completed so that we can immediately make a device accessible to a child. 8 DfE Devices, 1 School Device	JK	Spring term	Engagement of children in the remote/home learning	All children who are self-isolating/learning from home are able to access a device to enable them to complete remote learning online.	£200 (per school device)

<p>To closely monitor children's wellbeing</p> <p>7 children identified as a cause for concern and now attending in school provision, in addition 17 children receiving weekly class from wellbeing lead and or school councillor and phase leader</p> <p>Also 13 children with SEND needs and wellbeing needs are supported by SENDco, school councillor and receiving 1:1 support from TAs</p>	<p>LL</p> <p>LF</p>	Ongoing	LL meets regularly with phase leaders	The mental health needs of all pupils is supported	-
<p>To closely monitor attendance and engagement</p> <p>To telephone families where there are concerns around engagement and progress</p> <p>To make the RL available on Google Classroom</p>	CG	Ongoing	Weekly review of attendance	All children who are able to attend school (not self-isolating/unwell) attend school in line with government guidance	-
				<p>Total cost</p> <p>Autumn and Spring term = £18,043.25</p> <p>Allocated funding (Autumn+Spring)= £22,280</p> <p>Money to be rolled over to Summer term</p>	

This statement was written with guidance from 'EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2021' (Education Endowment Foundation)