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| **Catch Up Strategy Statement**  **2020- 2021** | | | | |
| **Summary information** | | | | |
| **School** | **Sinai Jewish Primary Schoo**l | | | |
| **Academic Year** | 2020-2021  Reviewed April 2021 | | **Total number of pupils on roll** | 557 (Number on roll R-6 – October 2019 census)  590 (Number on roll R-6 – October 2020 census) |
| Autumn Funding | | £11,140 (557 pupils @ £20 each) | **Total Catch Up budget** | Total budget – estimate = 590 @ £80 = £47,200  Total received so £27.540 (April21) |
| Spring Funding | | £16,400 (590 pupils @ £27.80 each) |
| Summer Funding | | £19,660 (590 pupils @ £32.20 each) |

## 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 all pupils are met and supported by the school.

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| **In-school barriers to be addressed by Catch Up Funding Informed by baseline/ongoing assessments** | |
| **A** | **Reading**  *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.*  ***Spring data*** *shows that whole school reading securely at ARE is still a concern, although Year 1 children have made good progress there are still a number not reading at ARE.* |
| **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.  *Autumn data shows that Year 3 children in particular are not working at age related expectations.*  ***Spring data*** *shows that there are still concerns for years 3, 4, 5.* |
| **C** | **Writing**  *Autumn data shows that the numbers of children across the whole school working securely at age related expectations has dropped.*  ***Spring data*** *continues to show similar trends with concerns in years 2, 3, 4.* |
| **D** | **CPD**   * *NQTs/RQT missed a term therefore needing additional support to consolidate key teaching and learning skills.* * *Staff training to enable our Remote Learning Policy to become confident practice.* * *Assessment – for all staff, how to identify gaps in learning and how to address them* * *Subject leaders training –support delivery of broad and balanced curriculum* |
| **External barriers to be addressed by Catch Up Funding (Tier 3)** | |
| **E** | *Access to Devices - not all children and families have access to a device. Some families have only one device to share between children.* |
| **F** | *Wellbeing – a significant number of children’s parents continue to alert us to concerns for mental health and wellbeing* |
| **G** | *Attendance/engagement – to ensure high levels of attendance and engagement for all children (Aut = 96%, Spr = 96%)* |

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| **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  **Subject leaders,** supporting accountability for their subjects, content delivery, metacognition, progression, curriculum goals, assessment in their subject | | **SLT**  **LL (NQTs/RQTs)**  **CG**  **CG,GC,JG** | **Autumn term**  **Spring -Jan inset**  **Summer Term**  **Summer Term** | Monitor MTPs, lessons, slides and work  LL to monitor and support NQTs/RQTs and their mentors  SLT to monitor remote learning offer.  Curriculum leads monitor and meet regularly with subject leaders | 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  Subject leaders are accountable for and feel confident in leading their subject | **In school**  **In school**  **BSP**  **£2,500** |
| 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** |
| **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** |
| **Additional Teacher** 3 days a week.  1 day covering maths lead so she can support the teaching of maths and lead small group interventions in Years 1,2,3.  2 days working with small groups in Year 1and 2 to develop key phonic skills, early reading and writing skills and fluency in maths skills | **CM**  **SN** | | **Summer term**  **14.06.21 – end of term** | KM/CG | Staff understand gaps in maths and how to close them  Identified children make accelerated progress in maths  Children make accelerated progress in phonics, reading and writing | **(staff costing)** |
| **Additional teacher** in Year 4  4 hours per week – small group – reading, writing and maths | **AM** | | **Summer term** | GC | Identified children make accelerated progress in reading, writing and maths | **(staff costing)** |
| **Additional targeted TA support**  TA in Reception – 2 days a week focussed on phonics and writing. Working with small groups of identified children across Reception that cannot confidently and independently write sentences.  TA in Yr4 – 5 hours a week focussed on priority readers | **LF**  **HH** | | **Summer term** | LL  GC/LF | Identified children make accelerated progress in phonics and writing  Children to close the gap and be reading (to be reading at ARE, at least less than 6 months behind) | **(staff costing)** |
| **Use of IDL –** for identified children in Yrs3,4,5  IDL is an intervention designed to deliver highly effective literacy and maths support. It involves multisensory activities that enhance the links between visual, auditory and tactile learning. (x2 15 mins a week, daily for 15/20 mins at home) | **LF** | | **Summer term** | LF | Identified children make accelerated progress in reading, writing, maths. | **IDL = £558**  **(staff costing)** |
| **Targeted SLT support**  Yr1/2 – focus on arithmetic fluency and recall, leading an additional phonics group to allow for streaming across Yr1 (3 ½ hrs a week)  Yr3 – targeted support for identified children during ‘extra’ maths lessons (2x45mins a week)  Yr4 – extra maths support 2 hours a week | **KM**  **CG**  **JK** | | **Summer term** | SLT | Identified children in Yr1/2 make accelerated progress in maths, reading and writing  Identified children in Yr3/4 make accelerated progress in maths | **(staff costing)** |
| **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) |
| To closely monitor children’s **wellbeing**  7 children identified as a cause for concern and now attending in school provision, in addition 62 children receiving weekly support.  Wellbeing lead sees 15 children across the school, regular check ins with children and parents.  School therapist sees 6 children 1:1, groups across Yr3,4,5,6 (26 chn) and supports 4 families. | LL | | Ongoing | LL meets regularly with phase leaders | The mental health needs of all pupils is supported | **(staff costing)** |
| **Mindfulness** groups in Yr4  Exploring thoughts and feelings to improve confidence and self-esteem. Sharing strategies for emotional regulation and anger management. (2 groups x2 a week for 30 mins) | **LF** | | **Summer Term** | LF – monitor CPOMs and ‘checking in with children’ | The mental health needs of all pupils is supported, anxiety is reduced. Less cases recorded on CPOMs | **(staff costing)** |
| **Friendship** groups in Yr2  Cirlce of friends, conflict resolution, how to be a good friend. (1 groups x 20 mins a week) | **LF** | | **Summer Term** | LF – monitor CPOMs and ‘checking in with children’ | Less incidents of negative behaviour, increase in wellbeing of all children. | **(staff costing)** |
| Purchase of fidget toys for identified children  To reduce stress/anxiety and improve fine motor skills and hand/eye coordination. | **LF** | | **Summer Term** | LF – monitor CPOMs/lessons observations, teacher feedback | Less incidents of negative behaviour, increase in wellbeing of all children. | £233.97 |
| **Secondary Transition –** for identified children in Yr6  Supporting children, including SENd children, to consider new and unfamiliar routines, new staff and new environments. (2 groups x 30 mins a week) | **LF** | | **Second half of Summer Term** | LF / Yr6 teachers | Children feel confident and knowledgeable about upcoming transition | **(staff costing)** |
| To closely monitor **attendance and engagement**  To telephone families where there are concerns around engagement and progress  To make the RL available on Google Classroom | 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 | - |
|  |  | |  | **Total cost**  Autumn and Spring term = £18,043.25, allocated funding (Autumn+Spring) = £27,540  Money to be rolled over to Summer term = £9496.75, Summer allocation (including money rolled over) = £29,156.75  **Total spent in Summer 2021 = £ 31,227.08** (staffing = £27,935, resources = £3,291.97) | | |

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