



Catch Up Funding Strategy Statement

School overview

Metric	Data
School name	St Silas Primary School
Pupils in school	344
Academic year or years covered by statement	2020-21
Catch up Funding	£28520
Publish date	01 Nov 20
Review date	01 July 21
Statement authorised by	Michele Battersby
Catch Up Funding lead	Michele Battersby
Chair of Governors	Julia Anderson

Teacher Assessment pupil performance overview for last academic years

Measure	2020	2021
Meeting expected standard at KS2 Reading	77%	74.5%
Meeting expected standard at KS2 Writing	74%	61.8%
Meeting expected standard at KS2 Maths	75%	61.8%

Strategy aims for Catch Up Funding

Aim	Target	Target date	Review
Progress in reading, writing and mathematics	All children in school are on track to make at least expected progress through their key	March 21	Date now amended to Dec 21

	stage in reading, writing and mathematics.		following second national lockdown and a high number of isolations in the autumn 20 and summer 21 terms
Blended Learning	All staff have the skills and knowledge to deliver a broad and balanced curriculum using a blended approach. All children have the skills and knowledge to learn using a blended approach. All children have the devices needed to access the curriculum (loaned by the school).	Nov 20	Achieved
Other	Improve attendance children to national (96%) Reduce % of persistent attendance	July 21	Date now amended to Dec 21 following second national lockdown and a high number of isolations in the autumn 20 and summer 21 terms

Teaching priorities for current academic year 20-21

Measure	Activity
Priority 1 Establish the use of Google Classrooms	Ensure all children have easy access to Google Chromebooks through purchasing 2 class sets of Google Chromebooks. (£ 5760 x2) Purchase 4 more children's Google Chrome books to create a class set from the Chromebooks provided by DfE.(£770)

	Ensure all teachers have easy access to Google Chromebooks. Purchase 4 Google Chrome books for any teachers who do not have one. (£1000) CPD for staff on the use of Google Classroom.
Priority 2	Buy Learning by Question for Years 3, 4 and 5. (Year 6 already have this resource) CPD for staff on Learning by Question (£4000)
Barriers to learning these priorities address	Self isolating and lockdowns leading to children and staff oscillating between being in the school building and working remotely.
Rationale	If remote education is of a high standard there will be a reduced impact on the children.
Projected spending	£17290
Evaluation of Impact 20-21	
	<ul style="list-style-type: none"> ● 90% of parents in a survey said live lessons have worked well ● Over 70% of parents felt Google Classrooms had worked well ● comment from a parent in the survey:<i>I must say we are quite impressed with how well the school is coping and how well organised they have been. It's been a tough ask for the teachers and they have done well.</i> ● This strategy was effective in supporting the school deliver strong remote education and therefore reduce the impact of frequent isolations and lockdowns for our children.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Provide extra support for Year 3 and Year 1	Half a term HLTA supply for Year 3. (£3142) Extra morning a week for L3 TA/ELSA Year 1 /2 class (£7000)
Rationale	Additional support for targeted 1:1 and small group work to support closing the gaps. EEF Closing the Attainment Gap: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment
Priority 2 English	Purchase Fast Forward Spelling to use as a whole class intervention for spellings in Y6. (£60) Literacy shed (£273 ex VAT)

	Additional Covid English units Oxford Reading Tree Buddy (£750 whole school)-when available
Rationale	<p>Guided reading cannot be done in our usual group carousel manner. Therefore to ensure high quality whole class teaching of reading resources were needed-literacy shed. The transition units were designed to ensure that the key objectives missed in 19-20 were covered at the start of the year.</p> <p>Oxford Reading Tree Buddy supports children whose parents cannot hear them read as effectively as we would like for a wide range of reasons as the buddy system asks the children questions.</p> <p>EEF Closing the Attainment Gap: The transition between phases of education is a risk-point for vulnerable learners</p>
Priority 3 Maths	<p>Purchase a range of concrete apparatus to support the learning of maths in Year 1</p> <p>Numicon Online</p> <p>Firm foundations-Numicon</p> <p>Numicon virtual PD</p>
Rationale	<p>Ensuring high quality teaching is an effective way of closing the gaps.</p> <p>EEF Closing the Attainment Gap: What happens in the classroom makes the biggest difference</p>
Barriers to learning these priorities address	<p>Children in Year 1 were not ready for the KS1 curriculum due to the lockdown.</p> <p>Children in Year 3 were not ready for the move to Key Stage 2 due to the lockdown.</p> <p>Assessment shows Year 6 spelling needs improving.</p>
Projected spending	£11225
Evaluation of Impact 20-21	
<p>Priority 1-</p> <p>Year 2 children in Autumn 20 scored 70% in phonics</p> <p>Year 3 children have been the most affected by Covid according to teacher assessment. The Year 3 children struggled with transition to KS2 because there could be no transition preparation and they had been out of school for an extended length of time. The additional HLTAs did support transition and the vast majority of children settled into KS2 well. More support for these children is needed next year.</p> <p>Priority 2-</p> <p>Oxford Reading Tree Buddy was used extensively to support reading during the second national lockdown and during isolations.</p> <p>Comparing teacher assessment in reading for the end of 20-21 with the latest pre pandemic teacher assessment, most year groups have maintained or improved their reading scores.</p>	

However lower Key Stage 2 did not. This is thought to be a reflection of the age of the children and their ability to interact online with Google Classrooms combined with a significant impact on staffing due to COVID e.g. pregnancy causing additional remote learning, long term staff absence, staff shielding.

Additional support will be given to these year groups in 21-22.

Priority 3-

Teacher assessment 71.1% of children are working at ARE in mathematics. This priority was further supported by quality personalised CPD for Year 1 teachers from Anthony Reddy. This strategy was effective.

Wider strategies for current academic year- see Pupil Premium Strategy

Measure	Activity
Priority 1 Improve attendance for pupil premium children and reduce persistent absence.	Family worker to support families with attendance issues and acute needs-links to pupil premium strategy-funded by pupil premium
Priority 2 Ensure children are ready to learn through improving children's mental health and emotional and social skills	An Emotional Literacy Support Assistant (ELSA) to support children with emotional needs to work mainly with KS1 children to ensure pupils are ready for KS2 learning. Introduce Silas and Me (S.A.M.) Award System -links to pupil premium strategy-funded by pupil premium
Barriers to learning these priorities address	Improving attendance and readiness to learn for our disadvantaged children
Projected spending	see pupil premium strategy

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Children and teachers oscillating between being in school and remote learning	Improved IT infrastructure Google Classroom
Targeted support	Children have gaps in their knowledge. Transition to KS1 and KS2 -children not ready	Extra resources Additional TA support in Year 1 and Year 3
Wider strategies	Engaging with the families facing the most challenges	Work closely with other professionals

