

All Saints Church of England Primary School, Bradford



Catch Up Strategy 2020/2021

What is the Catch-Up Funding?

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

DfE Expectations:

The DfE sets out the expectations as follows:

1. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.
2. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Three -Tiered Approach:

In line with the EEF's 'Guide to supporting School planning', the Catch-Up strategy has been written with a three-tiered model in mind.



Teaching:

High quality Teaching for all: It is acknowledged that children who have access to high quality teaching, make good progress and meet curriculum expectations. This is true whether the teaching is classroom based or done via remote learning. It is our intention to use our own Teaching staff for Catch-Up and Remote Learning to ensure our children have access to the highest quality.

Attention on effective diagnostic assessment: The forensic use of assessment information to identify gaps and then inform further teaching and learning is key to ensuring children make good progress. Younger children's vocabulary will be assessed using the British Picture Vocabulary Scale.

Supporting remote learning: High quality teaching can still happen remotely. "Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning." All Saints make Chromebooks available for use at home so children in Key Stage Two have access to a device for use outside of school. This device will not only prove useful in remote learning but also in tailoring tutoring to groups and individuals for 'catch-up' purposes. All Saints will also make use of the DfE devices to ensure Key Stage One children have access to an iPad as required. We will employ an extra teacher to co-ordinate all remote learning, follow-up on queries, ensure children are supported whilst self-isolating, and liaise with class teachers in setting and marking home-learning.

Targeted Academic Support:

High quality 1:1 and small group tuition: The evidence indicates that small group and one to one interventions can be a powerful tools for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.

Where interventions are necessary, schools should use structured interventions ideally with reliable evidence of effectiveness (such as EEF trial evaluations). Some of the common elements include:

- Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).
- Staff receive extensive training from experienced trainers or teachers.
- The intervention has structured supporting resources and lesson plans with clear objectives.
- Teaching assistants or academic mentors follow the plan and structure of the interventions.
- Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.
- Connections are made between the out-of-class learning in the interventions and classroom teaching.

At All Saints, we will also use part of the funding to create a fourth Year 6 class (Poplar class) from October 2020. This is based on evidence from previous years and other schools locally that smaller class sizes enables whole year-groups make accelerated

progress. We have targeted this support at Year 6 in order to ensure this year group are ready for their next stage of education in September 2021.

Academic Tutoring/ Mentors: When implementing tutoring it is important that pupils are provided with sessions over a sustained period. Shorter and more frequent sessions may be particularly beneficial for younger children and tutoring has been shown to be particularly effective for subjects like reading and mathematics.

Wider Strategies:

Supporting pupils social, emotional and behavioural needs:

All children in Year 1 and above will complete the PASS assessment (Pupil Attitudes to School and Self). The results of these assessments will be used to target' children who have low self-esteem, concerns about school and work. The pastoral team will work with and monitor these children and follow-up assessments will be carried out to assess the impact of this support.

More generally, All Saints will continue to use the SCARF resources to support Teachers in planning the PHSCE curriculum.

Catch-Up Premium Strategy Statement

Summary Information					
School	All Saints Primary School				
Academic Year	2020/21	Total CUP budget	£49,120	Dates for internal review of strategy	Assessment Points across the year E.O.Y- July 2020
Total number of pupils	675				

Three Tiered Approach	
Academic Approaches	
a.	Children who have access to high quality Teaching make good progress. Teachers CPD should therefore be a key priority along with the use of forensic assessment information and access to technology as part of the Remote Learning Strategy.
b.	Tutoring, when effectively implemented, yields substantial positive impacts on learning outcomes, particularly for pupils from disadvantaged backgrounds.
Wider Strategies	
c.	Social, Emotional and Mental Health issues caused or exacerbated by the recent period of lockdown also need to be addressed.

Planned Expenditure

Academic Year: 2020/21

i. High Quality Teaching

Desired outcome	How it is intended that the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Staff Lead	Review	Cost
Diagnostic Assessments of all children can be made to identify gaps in learning.	All children have termly up-to-date assessments in English and mathematics. Younger children will be assessed using BPVS	Pupil progress meetings to identify needs and interventions required following each assessment round	SLT	Done and used to arrange groupings and place extra support where needed	£750
Pupils make accelerated progress in order to 'catch-up' with learning missed during school closures and other absence caused by COVID-19	Employ 1 teacher to create 4 th Year 6 class	Results of Key Stage 2 SATs tests	SLT	4 th Year 6 class with newly employed teacher created and tracking continuing to ensure 'catch-up'	£30,000
Pupils who are required to self-isolate at home during term-time are able to access quality teaching and learning materials	Employ additional teacher to co-ordinate remote learning	Results of termly assessments	SLT	Co-ordinated by vulnerable teachers and funds used to employ new class teacher. Remote learning was of a good quality and well-tracked due to being co-ordinated by existing, experienced teachers	£20,000

ii Targeted Academic Support

Early Years and Year 1 children make accelerated progress in reading, speaking and listening, vocabulary etc.	Purchase home reading books for Nursery, Reception and Year 1 children	Results of EYP and Phonics Screening Check and BPVS	SG	All completed and continuing extensively moving forward	£6000
	Staff to be trained to use Nuffield Early Language Intervention (NELI) (no cost to school for training via Better Start Bradford)				
	Wellcom interventions				
Disadvantaged children in Key Stage 2 make accelerated progress where gaps have been identified	1:1 tuition provided in school by HLTA	Results of assessments before and after tuition	M.K.	Plans put in place and did happen but inconsistently due to staff absences and cover issues. Plan is to continue this and put in place when feasible, alongside other phase leads.	£20000
iii Wider Strategies					
Children's social, emotional and behavioural needs will be met.	PASS Assessments completed by all children Years 1 - 6	Individual PASS scores change over time CPOMs records	JD	All children completed PASS assessment. Individual children with concerns were supported by Nurture team through a range of strategies.	£1,200
	Low-scoring children in PASS assessments will be followed up by Nurture team – bespoke support programme for each child as required				
	Year 1 children to attend Forest school sessions	Pupil interviews and forest school records		Forest School provision accessed by	£10,000

				EYFS and year 1 team	
Total budgeted cost					£30,059