

**Appendix 3:**

**Catch Up Strategy Statement**

**Catch Up Strategy Statement**

Summary information					
<b>School</b>	Cranford C E Primary School				
<b>Academic Year</b>	2020/21	<b>Total number of pupils on roll</b>		96	
<b>Date of Strategy</b>	15 <sup>th</sup> September 2020	<b>Total Catch Up budget</b>		£7680 (£80 x 96)	
School Characteristics					
	Number of Pupils identified for Catch up Targeted Support	Number of pupils eligible for PP and Catch Up Targeted Support		Number of Pupils identified for Catch up Targeted Support	Number of pupils eligible for PP and Catch Up Targeted Support
<b>Y1</b>	0	0	<b>Y4</b>	TOTAL - 5	0
<b>Y2</b>	TOTAL - 8	0	<b>Y5</b>	TOTAL - 7	3
<b>Y3</b>	TOTAL - 7	1	<b>Y6</b>	TOTAL - 8	1

In-school barriers to be addressed by Catch Up Funding (Tier 1 and 2)	
<b>A.</b>	Tier 1: Individual CPD for Teachers to address specific targets to raise the standards of QFT (both in-class and remotely delivery).
<b>B.</b>	Tier 1: CPD to ensure planning, for both in-class and remote provision, is supported by accurate teacher procedural and declarative knowledge across the curriculum.
<b>C.</b>	Tier 1: Attainment gaps resulting from COVID-19 lockdown period highlighted through use of standardised testing
<b>D.</b>	Tier 2: Attainment gaps to be addressed via a program of intervention strategies
External barriers to be addressed by Catch Up Funding (Tier 3)	
<b>E.</b>	Tier 3: Technology limitations in school that hinder live learning where provision is needed in-school and remotely.
<b>F.</b>	Tier 3: To enable all pupils to access remote learning whilst they are at home

**Planned actions and expenditure**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**Tier 1: Teaching and Whole School Strategies:** To increase the effectiveness of teaching through the provision of quality CPD. (Addressing barriers *A, B and C*) ‘...effective professional development for teachers is a core part of securing effective teaching.’ ( DfE, Standard for Teachers’ Professional Development)

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p><b>Individual CPD for Teachers to address specific targets to raise the standards of QFT (both in-class and remotely delivery). Barrier A</b> External Teaching &amp; Learning Consultant to deliver CPD to raise standards of QFT by addressing specific targets for individual teachers (as identified by HT/AIO).</p> <ul style="list-style-type: none"> <li>14/9/20 - KS1 Teacher working with T&amp;L Consultant: ‘Raising Standards of QFT and Classroom Strategies’</li> <li>21/9/20 – UKS2/AHT Teacher working with T&amp;L Consultant: “Raising Standards of QFT and Whole School Leadership”</li> <li>5/2/21- EYFS and LKS2 working with T&amp;L Consultant: “Raising Standards of QFT”</li> </ul>	<ul style="list-style-type: none"> <li>HT (Headteacher)</li> </ul>	<ul style="list-style-type: none"> <li>HT Learning Walks on termly monitoring cycle, looking at onsite and remote provision (including experiencing these remotely).</li> <li>HT/AIO Lesson Observations on termly monitoring cycle.</li> <li>Termly standardised assessments in Reading, Grammar and Writing – Sept, Dec, March, July.</li> <li>Personal Development Plans</li> </ul>	<p>All Class Teachers in all subjects, consistently use:</p> <ul style="list-style-type: none"> <li>Modelling to scaffold learning.</li> <li>Defined stages of practice – guided and independent - to avoid cognitive overload, allowing pupils to implement taught skills.</li> <li>Effective questioning to support children’s progress.</li> <li>All Teachers meet specific performance targets as detailed in individual development plans.</li> <li>Teachers understand and apply the clear expectations of T&amp;L (shared via CPD).</li> </ul>	<p>(£1500 via Pupil Premium funding) External Teaching &amp; Learning Consultant</p>
<p><b>Whole School CPD to continue to raise standards in QFT. Barrier A</b> CPD delivered by school staff to demonstrate the application of the Rosenshine principles in lessons (across the curriculum).</p> <ul style="list-style-type: none"> <li>2/9/20 – AFL in lessons</li> <li>9/9/20 – Modelling &amp; Stages of Practice <ul style="list-style-type: none"> <li>23/9/20 Follow up discussions/feedback on Modelling &amp; Stages of Practice</li> </ul> </li> <li>30/9/20 – Reviewing of materials <ul style="list-style-type: none"> <li>14/10/20 Follow up discussions/feedback on the reviewing of materials</li> </ul> </li> <li>4/11/20 – Questioning <ul style="list-style-type: none"> <li>18/11/20 Follow up discussions/feedback on questioning</li> </ul> </li> <li>9/12/20 – Feedback on the Rosenshine Principles</li> <li>16/12/20 – Next steps with the Rosenshine Principles</li> <li>13/1/21 – Stages of Practice and AFL</li> </ul>	<ul style="list-style-type: none"> <li>HT &amp; AHT (Assistant Headteacher)</li> </ul>	<ul style="list-style-type: none"> <li>HT Learning Walks on termly monitoring cycle.</li> <li>HT/AIO Lesson Observations on termly monitoring cycle.</li> </ul>	<p>Following CPD, all Class Teachers in all subjects, consistently use:</p> <ul style="list-style-type: none"> <li>Modelling to scaffold learning.</li> <li>Defined stages of practice – guided and independent - to avoid cognitive overload, allowing pupils to implement taught skills.</li> <li>Effective questioning to support children’s progress.</li> <li>All Teachers meet specific performance targets as detailed in individual development plans.</li> <li>Teachers understand and apply the clear expectations of T&amp;L (shared via CPD).</li> </ul>	<p>N/A</p>

<p><b>CPD to ensure planning, for both in-class and remote provision, is supported by accurate teacher procedural and declarative knowledge across the curriculum. <i>Barrier B</i></b></p> <p>All Teachers to access PDET CPD opportunities designed and delivered by the trust and external consultants to plan for and deepen subject knowledge across the curriculum. Sessions to include:</p> <ul style="list-style-type: none"> <li>• Subject Leadership in both Core and Foundation (Science, History and Geography) Subjects <ul style="list-style-type: none"> <li>○ 6/11/20 History Subject Leader with PDET T&amp;L Consultant</li> <li>○ 27/11/20 Science Subject Leader with PDET T&amp;L Consultant</li> <li>○ 6/12/20 Geography Subject Leader with PDET T&amp;L Consultant</li> </ul> </li> <li>• Procedural and Declarative knowledge in both Core and Foundation subjects and in all key stages to support small learning steps in a progression curriculum model. <ul style="list-style-type: none"> <li>○ 22/10/20 KS1 Teachers developing Science subject knowledge with PDET T&amp;L Consultant</li> <li>○ 22/10/20 LKS2 Teachers developing Science subject knowledge with PDET T&amp;L Consultant</li> <li>○ 22/10/20 UKS2 Teacher developing Science subject knowledge with PDET T&amp;L Consultant</li> <li>○ 13/11/20 KS1 Teachers developing History subject knowledge with PDET T&amp;L Consultant</li> <li>○ 20/11/20 LKS2 Teachers developing History subject knowledge with PDET T&amp;L Consultant</li> <li>○ 24/2/21 and 26/2/21 KS1 Teachers developing Geography subject knowledge with PDET T&amp;L Consultant</li> <li>○ 25/2/21 LKS2 Teachers developing Geography subject knowledge with PDET T&amp;L Consultant</li> <li>○ 23/2/21 UKS2 Teacher developing Geography subject knowledge with PDET T&amp;L Consultant</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• HT, Subject Leaders and Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• HT Learning Walks on termly monitoring cycle to include lesson visits as a 'remote learner'.</li> <li>• HT/AIO Lesson Observations on termly monitoring cycle.</li> <li>• Triangulation between teachers planning and pupils' work termly.</li> <li>• Subject Leader folders reviewed termly.</li> <li>• Knowledge Organisers reviewed termly.</li> <li>• Personal Development Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Staff receive up-to-date CPD in line with PDET training schedule and develop their own subject knowledge. <ul style="list-style-type: none"> <li>○ Subject leaders have a good understanding of the National Curriculum for their subject area, and confidently lead and support in this area.</li> <li>○ Teachers confidently use procedural and declarative knowledge to plan effective learning in Science, History and Geography (more Foundation subjects to follow).</li> </ul> </li> <li>• Teachers understand and apply the clear expectations of T&amp;L in their daily classroom practice.</li> </ul>	<p style="text-align: center;">£0 CPD part of the package delivered by trust.</p> <p style="text-align: center;">£962.50 Contributed towards the cost of covering lessons.</p>
---	--	--	--	--

<p><b>Attainment gaps resulting from COVID-19 lockdown period highlighted through use of standardised testing <i>Barrier C</i></b> Standardised assessments in Reading, GPS and Maths (PIRA, GAPS and PUMA), along with RWI assessments, used at the beginning of the Autumn term to create a baseline. Resulting gap analysis used to inform interventions.</p> <ul style="list-style-type: none"> <li>Attainment 'gaps' are identified in Reading, Grammar and Maths; steps taken to address these. <ul style="list-style-type: none"> <li>Any gaps in Grammar, Punctuation and Spelling feed back into Teachers planning of Literacy and focused on in Week 2 of our writing units "Reading as a Writer".</li> <li>Gaps identified in Reading or Maths are addressed using the Shine Intervention programme in after-school sessions (see below)</li> </ul> </li> <li>Analysis of standardised analysis alongside TAs – use PDET Data Drop dates - incl 'baseline' assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Progress meetings held termly to identify pupils who need to access 'catch up' sessions.</li> </ul>	<ul style="list-style-type: none"> <li>All class teachers confidently use data to identify 'gaps' in reading, GPS and Maths to inform future planning and/or additional interventions.</li> </ul>	<p>£640 Shine – Intervention Programme</p>
			<p><b>Total budgeted cost</b></p>	<p><b>£1602.50</b></p>

**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. (Addressing Barriers *D*)

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p><b>Attainment gaps to be addressed via a program of intervention strategies <i>Barrier D</i></b></p> <p>In-school interventions in years 2-6 planned to target pupil gaps identified by gaps analysis from baseline assessment (originally) and then re-evaluated at the end of each term. Interventions to include:</p> <ul style="list-style-type: none"> <li>Rising Stars 'Shine Programme' generated sessions in Reading and Maths for Years 3 and 4 delivered in after school sessions. Groups change weekly, generated in response to specific objectives.</li> <li>RWI Speedy Sounds 1:1 Tuition</li> <li>RWI 'Fresh Start' KS2 programme</li> <li>Inference Intervention (PDET Training 19/20)</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>SENCo</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of termly assessment data (informed by standardised tests and teacher assessment) completed by Class Teachers</li> <li>SENCo monitors intervention sessions termly.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted pupils make accelerated progress in Reading, GPS and Maths, to meet the expected age related standard at the end of the academic year..</li> <li>Certain targeted pupils make accelerated progress in Reading, GPS and Maths, to meet a greater depth within age related standard.</li> </ul>	<p>£1000</p> <p>Support Staff deliver sessions to pupils in afternoon sessions.</p> <p>£1500</p> <p>TAs to deliver Shine Program in Maths and Reading to Y3 &amp; Y4 pupils after school 1 x hour per day @£10 p.h. £100 per week for 15 weeks</p>
<p><b>Attainment gaps to be addressed via a program of intervention strategies <i>Barrier D</i></b></p> <p>Using analysis from baseline assessments, specific children targeted for <b>after-school</b> catch up sessions, the focus of which will be guided by the Class Teacher(s). Initially, this will be pupils in Year 2, 5 and 6.</p> <p><u>Year 2 (Beginning 1/2/21)</u></p> <ul style="list-style-type: none"> <li>Reading, GPS and Maths sessions delivered by NTP Tutor.</li> </ul> <p><u>Year 5 (Beginning 1/2/21)</u></p> <ul style="list-style-type: none"> <li>Reading, GPS and Maths sessions delivered by NTP Tutor.</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>Reading and Maths sessions delivered by Teacher</li> <li>GPS delivered by HLTA</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>AHT</li> <li>Senco</li> <li>NTP Tutor</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of termly assessment data (informed by standardised tests and teacher assessment) completed by Class Teachers</li> <li>SENCo monitors the impact of intervention sessions termly using data as above.</li> </ul>	<ul style="list-style-type: none"> <li>Learning 'gaps' of targeted children are closed by Summer.</li> <li>Targeted pupils make accelerated progress in Reading, GPS and Maths, to meet the expected age related standard.</li> </ul>	<p>£2377.50</p> <p>Based on discussions on 8/10</p> <p>Y2</p> <p>Reading Group £9.75 p.h 2 x GPS Group £9.75 p.h 2 x Maths Group £9.75 p.h <u>£48.75 per week</u> x 15 weeks</p> <p>Y5</p> <p>2 x Reading Group £9.75 p.h. 2 x GPS Group £9.75 p.h Maths Group £9.75 p.h <u>£48.75 per week</u> x 15 weeks</p> <p>Y6</p> <p>Reading - £25 p.h. (Teacher) GPS - £11 p.h. (HLTA) Maths - £25 p.h. (Teacher) <u>£61 per week</u></p> <p>£158.50 per week x 15 weeks</p>
			<b>Total budgeted cost</b>	<b>£4877.50</b>

Tier 3: Wider Strategies: To address non-academic barriers (Addressing Barriers <i>E and F</i> )				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p><b>Technology limitations in school that hinder live learning where provision is needed in-school and remotely. <i>Barrier E</i></b></p> <p>To replace 3 outdated teacher laptops (1 x Teacher in Y2 and 2 x Teachers in Y3/4) to give confidence that remote learning can be delivered confidently, maintaining standards of QFT.</p>	<ul style="list-style-type: none"> <li>HT</li> <li>SBM (School Business Manager) - to order laptops</li> </ul>	<p>To ensure remote learning provision maintains QFT:</p> <ul style="list-style-type: none"> <li>HT Learning Walks on monitoring cycle.</li> <li>HT/AIO Lesson Observations on monitoring cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have the technological capability to deliver 'live learning' simultaneously in-class and at home.</li> <li>QFT is observed for pupils in class and remotely (if applicable) during lesson visits.</li> </ul>	<p>£1050 Teacher Laptops £350 x 3</p> <p>£150 HD Webcams £25 x 6</p>
<p><b>Technology limitations in school that hinder live learning where provision is needed in-school and remotely. <i>Barrier E</i></b></p> <p>To update current Wi-Fi provision to securely deliver both whole and partial class 'live learning' as and when required.</p>	<ul style="list-style-type: none"> <li>HT</li> <li>SBM - to liaise with supplier</li> </ul>	<p>To ensure remote learning provision maintains QFT:</p> <ul style="list-style-type: none"> <li>HT Learning Walks on monitoring cycle.</li> <li>HT/AIO Lesson Observations on monitoring cycle.</li> <li>AGC Member to collect Staff/Parent/Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>Staff have the technological capability to deliver 'live learning' simultaneously in-class and at home.</li> <li>QFT is observed for pupils in class and remotely (if applicable) during lesson visits.</li> </ul>	<p><i>Funding taken from devolved formula capital.</i></p>
<p><b>To enable all pupils to access remote learning whilst they are at home. <i>Barrier F</i></b></p> <p>Two pupils were identified as not having access to an internet-enabled device whilst at home in response to a school survey.</p>	<ul style="list-style-type: none"> <li>HT</li> <li>SBM - to order laptops</li> </ul>	<p>To ensure remote learning provision maintains QFT:</p> <ul style="list-style-type: none"> <li>AGC Member to collect Parent/Pupil voice</li> <li>HT/Class Teacher to ensure</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have ability to engage with remote learning whilst isolating.</li> </ul>	<p>(£500 via Pupil Premium funding)</p> <p>Pupil laptops for home loan £250 x 2</p>
			<b>Total budgeted cost</b>	<b>£1200</b>
<b>Overall Cost</b>				<b>£7680</b>

Additional detail
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.</p> <p>This statement has been produced following the Trust guidance which, in turn, has been informed by:</p> <ul style="list-style-type: none"> <li>DfE guidance:</li> <li>EEF: Covid-19 Support Guide for Schools</li> <li>Tom Sherrington, 2019: "Rosenshine's Principles in Action"</li> </ul>