

Catch Up Strategy Statement

1. Summary information					
School	Our Lady of Grace Catholic Academy				
Academic Year	2020/21	Total Catch Up budget	£8,480	Total number of pupils Rec- y6	106
		Total spend on Catch up	£49,435		

1. Areas in which support will be required in relation to aiding Catch Up Recovery and future attainment		
Barriers		Issues to be addressed in school
Welfare		
Safeguarding		Capacity in school can meet the increased need.
Mental health support		Impact of non - schooling over lockdown, job losses and changes in family circumstances including increased social care involved with some families, anxiety as a result of the pandemic.
Curriculum and assessment		
Disruption to teaching		Some pupils have not accessed schooling since the end of March. Some pupils did not complete home learning. Phonics teaching was not completed at home as parents not skilled in delivering synthetic phonics. Electronic Remote learning needs to be developed and contingency plans need to be in place for staff who are isolating. Families without access to appropriate technology to support remote learning. Staff absence due to COVID 19 – isolation whilst waiting test and results could be a issue.
Assessment and reporting		No testing took place during the summer term whilst Government suspended external testing. During the Autumn term 2020, pupils will need to be assessed. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs will support the school to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Questions may include: <ul style="list-style-type: none"> • What learning has been lost or misunderstood? • What new knowledge and experiences have been gained? • Should we re-teach that material to the whole group, or move on?
Gaps opened up by home learning		The school has identified that there are gaps in phonics in EYFS and KS1. The school has also identified there are gaps in reading, writing and maths with identified pupils across the school.

		Pupils have missed subject specific learning in science and the foundation subjects. (Recap the what you need to know document in order to ensure they understand what went on before) (Could be discussion and videos)
Transitioning all pupils back into working at school		Safeguarding team and EWO working with families who are reluctant to return. Some pupils need support to get into the routine of school life. Most pupils are very tired by the end of the school day.
People and resources		
Governance capacity		Governance is strong at Director level and local level
Leadership capacity		Leadership capacity in the school is secure.
Financial		
Recruitment and retention		
Others		

Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school.	Outcomes at the end of EYFS, Phonics, KS1 and KS2 show that all pupils (where appropriate) achieve Age Related Expectations
B.	Targeted academic support established across the school is in place.	Gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school.
C.	Wider strategies are used to address barriers to ensure success. Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching is an effective strategy to support learning. Attendance – support and communication with parents and carers is good.	Attendance is in line with national and behaviour is consistently good across the school Extra - curricular activities support children's pastoral and academic progress. Social and emotional learning (SEL – EEF toolkit) has been adopted and embedded and is impacting on children's outcomes across the school.

Planned expenditure					
Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school.	<ul style="list-style-type: none"> • Ensure a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impacting upon learning. • Ensure <ul style="list-style-type: none"> - effective teaching, such as explicit teaching (clear explanations) - scaffolding, - flexible grouping - cognitive and metacognitive strategies • Peer-support model to help embed and sustain research-based teaching strategies. • A broad and engaging curriculum that focuses on vocabulary acquisition. • School reading approaches underpinned by clearly defined formative assessment practices. • Curriculum essential for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects. • Effective formative assessment as a central point of T&L 	<p>EEF guide to support school planning for effective teaching for all.</p> <p>EEF COVID 19 guide research guide which identifies actions which have been proven and has been complied by drawing on a wide range evidence from research and resources.</p>	<p>CPD undertaken by all teachers and support staff to reinforce Quality First Teaching strategies</p> <p>Teaching across the school is consistent and no less than good in any year group.</p> <p>Peer support model embedded</p> <p>Work on the curriculum with the curriculum leader completed and the curriculum is fully embedded.</p> <p>A consistent approach to the development of reading, writing and maths is in place across the school with all staff using the essentials for the development and progress in these areas.</p>	IB SR MS	Cycle of review for all area programmed for each term.

	<ul style="list-style-type: none"> Regular Subject Planning and Development Meetings Home learning focuses on independent practice Feedback on tasks Monitor and evaluate outcomes and quality of implementation, 		Formative assessments are embedded in the teaching practice across the school and these are used consistently.		
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Total budgeted cost:

ii. Targeted Academic Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Targeted academic support is established and embedded across the school.</p> <p>Feedback is in place.</p>	<p>Structured interventions</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants - Reading interventions - Stoke speaks out Language Programme used in EYFS <p>Same-day in-class intervention. Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent.</p>	<p>Use of EEF evidence base which includes the use of the following researched strategies-</p> <ul style="list-style-type: none"> -interventions such as 1:1 and small group work. -Effective implementation ensuring sessions are explicitly linked to daily lessons -effective Interventions are maintained over a sustained period - effective feedback structures in place <p>Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p>	<p>Staff training</p> <p>Monitoring of lessons</p> <p>Assessments</p> <p>Review</p> <p>Monitoring indicates that gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school.</p> <p>Additional support hours funded through the catch up fund.</p>	<p>SR</p> <p>IB</p> <p>MS</p>	<p>Cycle of review catch up intervention programmed for each half termly.</p> <p>Cycle of review for other areas programmed for each term.</p>

	<p>Specific intervention programmes led by both Teachers and Teaching Assistants</p> <ul style="list-style-type: none"> - Pre-teaching with targeted support groups. - Communicate reading guides with parents. - Provide parents with additional support materials. - Progress of impact monitored 				
<p>Total budgeted cost £10, 000 (17hrs TA/HLTA support) £29,000 (0.6 M6 teacher salary)</p>					
Wider Strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Wider strategies are used to address barriers to ensure success across the school</p> <p>Support and communication with parents and carers is good.</p>	<p>Ensure the most vulnerable pupils have priority access to classroom teaching and online materials, including the technology required for remote learning.</p> <p>Ensure pastoral contact home for disadvantaged students also identify barriers to engagement due to technology or a lack of other forms of support.</p>	EEF Research guidance and EEF COVID 19 Guidance.	<p>Ensure appropriate remote learning technology is available to meet the needs of the children in the school.</p> <p>Behaviour is monitored across the school and at</p>	<p>CS AH EH MS SR</p>	Monitoring of the impact on the identified children termly.

<p>Attendance is at least in line with national for all groups of children.</p> <p>Persistent Absence is lower than the national figure for all groups of children</p>	<p>Use of coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning</p> <p>Ensure the most vulnerable pupils have priority access to classroom teaching and online materials.</p> <p>Outdoor learning provision in place.</p> <p>Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching to be used as an effective strategy to support learning.</p> <ul style="list-style-type: none"> - parental engagement - Social and emotional learning - Reinforcing behaviour routines - Breakfast clubs <p>Employ a learning mentor (0.4) who is ELSA trained to support families and children who are in need of emotional and wellbeing support.</p> <p>EWO to work with attendance officer in school.</p> <p>Snr leader to carry out first call to those with attendance issues.</p> <p>The EEF guidance report for improving social and emotional learning in school.</p>	<p>Attendance needs to be good in order for children to achieve in school.</p> <p>The EEF toolkit states that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. These are</p>	<p>various points eg break, lunch.</p> <p>Behaviour and social and educational support in place for all identified children.</p> <p>Established routines in place to address attendance issues. Monitoring of attendance data and groups.</p> <p>Senior leader monitors attendance daily.</p>		<p>Daily monitoring of attendance.</p>
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<p>As a result of using and social and emotional learning across the curriculum, the outcomes for all children improve.</p>	<p>The use of 5 core skills for SEL. These include:</p> <ul style="list-style-type: none"> • self-awareness, • self-management • social awareness • relationship skills • responsible decision making. 	<p>especially important for children from disadvantaged backgrounds.</p>	<p>Monthly attendance records in place and analysed.</p> <p>Attendance reports to Governors.</p> <p>Classroom curriculum and instruction is monitored.</p> <p>School climate, policies and practices.</p> <p>Family and community partnerships have been further developed.</p> <p>Monitoring shows:</p> <ul style="list-style-type: none"> • Positive classroom climates. • Good relationships between staff and children. 	<p>Using SEL is long-term impact aimed at improving the school's approach to SEL at EYFS, KS1 and KS2.</p>
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<p>Total budgeted cost £1,000 (technology purchases)</p> <p>£ 9,435 (0.4 learning mentor salary)</p>					