



Catch up Premium Strategy Statement 2021-2022

Croft Church of England Primary School

1. Summary information					
School	Croft Church of England Primary School				
Academic Year	2021/22	Total catch up budget	£2000 +	Date of strategy	01/11/2021
		National Tutoring	£405		
Total number of pupils	102 + 10 Nursery			Date for next internal review of this strategy	01/01/22

2. COVID-19 Impact on pupils	
In-school barriers	
A.	Lockdown - during the COVID-19 Pandemic has resulted in at least 60% of pupils missing 6 months of their formal education. As a consequence, there are significant gaps in knowledge – subject leaders have identified these – see covid Recovery curriculum
B.	Phonics, Writing (stamina, handwriting and independence) and Maths have been particularly affected
C.	Concentration, anxiety and social development
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A	Providing support for parents and carers with how they can support their child at home (academically, socially and emotionally) - maths, reading and phonics. Parent meetings will be held to allow staff to discuss how the parents can support their child.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils are able to fill gaps in their knowledge to put them back on track. They are happy, confident and independent learners. Half termly assessments. Phonics check, Y2 KS1 Assessments, Y4 Times Tables Test, Y6 end of year SATS	Pupils develop their personal, social and emotional skills which has a positive impact on their learning and enable them to catch up on any gaps in any areas of learning. Pupils' end of year assessments show they are back on track.
B.	All pupils able to catch up on Phonics, Writing (stamina, handwriting and independence) and Maths Phonics check – 90% of pupils meet standard.	All pupils will catch up on foundation skill and knowledge gaps caused by not being in school during Lockdown. Writing assessments show rapid progress has been made from their starting points. All Pupils target for Ex and GD met or exceeded in RWM.
C.	Concentration in class and social interaction improvement. Anxiety is reduced.	Social interaction and concentration will improve for pupils in the classroom environment. Anxiety is managed and reduced. Pupils are happy and making good progress.

4. Planned expenditure						
Academic year	2021-2022					
How is the catch-Up Premium to be used to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Improvement Strategies	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Total
Teaching						
Accurate assessment of gaps in knowledge – a broad and engaging curriculum that focuses on vocabulary acquisition and gaps in knowledge	Subject Leaders assess gaps in knowledge. Recovery Curriculum formulated. Teaching focussed on gaps in skills and knowledge.	Good accurate baseline information before the end of Autumn half term. Specific gaps in subject knowledge identified and focus on these areas of curriculum, including vocabulary acquisition, ensures broad and balanced curriculum.	HT receives assessment information from all staff. Input on tracking. Moderation. Monitoring by individual subject leaders and governors.	SR, JC, GM, LL, NB		
Quality First Teaching supported by evidence informed CPD for teachers and support staff	CPD for all staff on new synthetic phonics to ensure all pupils targeted in a systematic way.	Whole school phonics CPD. Consistent approach to the teaching of phonics and reading across the school.	Monitoring by HT, Subject Leader and Link Governor	SR, NB, AR		
Whole-class reading approach underpinned by clearly defined formative assessment practices.	All staff to review approach to reading and ensure those children who have fallen behind or are not listened to at home are heard read every day. New Group Reading Books purchased and linked to phonics phase.	Without basic skills of reading and phonics progression in all other subjects will be delayed.	Monitoring by Subject Leader. Reading assessment outcomes.	JC, GM, LL, NB	£1000 Books	£1000 Completed

Targeted academic support

Same-day in-class intervention.	Teaching staff identify gaps in knowledge and provide interventions.	Misconceptions or gaps in knowledge quickly identified and corrected so that it is possible to move on to new learning.	Pupils make good or better progress. Monitoring by HT and subject leaders.	SR, JC, GM, LL, NB		
Teacher-led targeted group teaching for lowest performing pupils	Individual Teacher/TA support for the lowest performing pupils every morning.	Focus on the lowest performing group in school to make rapid progress.	Pupil progress tracked	DG, CM, JR		
Specific intervention programmes led by both Teachers and Teaching Assistants.	Phonics groups established in September in N, R, Y1, Y2 and Y3. CPD for staff through Little Wandle Letters and Sounds Revised. Focussed consistent delivery of phonics in each group. Led by TAs and supported by Phonics Subject Leader. 1h per day (plus additional TA to be trained for another 1hr per day)	Focus on phonics gaps to make rapid progress in reading.	Pupil progress tracked	All staff CPD JL	£750 £65 / week Autumn Term and end of Spring Term	£325 £1100 ongoing
One to One Tutoring for identified pupils	10hrs of support for a small group of identified pupils	Focus on writing.	Pupil progress tracked.	CM	£400	
Social and Emotional support eg Drawing and Talking	Social and Emotional support provided by mental health champion/Drawing and Talking lead	Social and emotional issues following lockdown and ongoing	Pupil progress tracked	CM		

Wider Strategies

Extensive outdoor learning provision.	All staff to timetable outdoor learning to promote health and well-being. Also, physical activity for those children who have been sedentary during lockdown.	Health and well-being improved also concentration.	Pupils' stamina for learning improved. Better attendance and concentration. Reduced anxiety.	SR, all staff		
Staff provided with additional PPA time to enable planning on catch Up curriculum.	Provision for additional time for PPA for catch up curriculum. Employ sports coaches or other staff to lead activities.	Promotion of staff health and well-being.	Staff report positive mental health and well-being in surveys and discussions with HT and governors.	SR		

Total budgeted cost £2400