



Catch up Premium Strategy Statement 2022-2023

Croft Church of England Primary School

1. Summary information					
School	Croft Church of England Primary School				
Academic Year	2022/23	Total catch up budget	£2000 + 1316 c/f	Date of strategy	01/9/2022
		National Tutoring			
Total number of pupils	102 + 8 Nursery			Date for next internal review of this strategy	12/9/2023

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 and Maths have been particularly affected
C.	Concentration, social interactions and anxiety

External barriers *(issues which also require action outside school, such as low attendance rates)*

A	Providing support for parents with how they can support their child at home- maths, reading and phonics. Parent information meetings will be held to allow staff to discuss how the parents can support their child.
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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 and Maths Phonics check – 90% of pupils meet standard.	All pupils will catch up on foundation skill gaps caused by not being in school during Lockdown. Social interaction will improve for pupils in the classroom environment.
C.	Stamina for writing, concentration in class, social interaction showed improvement. Anxiety is reduced.	Writing assessments show rapid progress has been made from their starting points All Pupils target for Ex and GD met or exceeded in RWM

4. Planned expenditure

Academic year	2022-2023					
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	Subject Leaders assess gaps in knowledge. Recovery Curriculum formulated. Teaching focussed on gaps in skills.	Good accurate baseline information before the end of Autumn half term.	HT receives assessment information from all staff. Input on tracking. Moderation.	SR/RW, JC, GM, CH, NL		
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		
A broad and engaging curriculum that focuses on vocabulary acquisition and gaps in knowledge	Subject Leaders identify gaps in their subjects and ensure focus of delivery on these areas. Whole class music for key stage 2 delivered by NYCC Music Service	Specific gaps in subject knowledge identified and focus on these areas of curriculum, including vocabulary acquisition, ensures broad and balanced curriculum.	Monitoring by individual subject leaders and governors.	JC, GM, NL	£1000	£1000 Completed
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.	NL	£1560 Books	£1560 Completed
Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.	All staff ensure that standards in English and Maths are applied across the curriculum.	Consistency is required to maintain standards and high expectations.	Monitoring by individual subject leaders	Monitoring by HT, individual subject leaders and governors		

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/RW, JC, GM, NL		
Teacher-led targeted group teaching for lowest performing pupils	Individual Teacher/TA support for the lowest performing pupils every morning . Lexia interventions in place.	Focus on the lowest performing group in school to make rapid progress.	Pupil progress tracked	LD	£756	£756 Completed
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.	Focus on phonics gaps to make rapid progress in reading.	Pupil progress tracked	All staff CPD JL		
One to One Tutoring for identified pupils	Specific pupils targeted for one to one tutoring in spring term.	Pupils make rapid progress	Progress is tracked	GMcM	£1200	£1200 One to One
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.	SR/RW, all staff		
School staff used to cover classes rather than supply staff.	Staff cover provided within school wherever possible. This provides continuity and security for children.	Staff are familiar with children and interventions.	Staff management by HT	SR/RW		

Total budgeted cost £3316 + £1200 One to One Tutoring