



## Our Lady and St Edward's Catch-Up Strategy

Information Summary			
Total Number of Pupils	211	Total allocated budget	£16,880
Amount of funding per child	£80	Timeframe of Funding	Allocated in 3 tranches

Strategy Statement
<p>As a result of the pandemic, many children have been greatly affected by the long periods out of school. Through effective assessment strategies and high quality teaching and support, we will have the capacity to facilitate catch-up in the curriculum and catch up socially. We want our children to flourish and to gain every opportunity to achieve to the best of their ability. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life.</p> <p>“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)</p> <p>Our school priorities for use of catch-up premium are:</p> <ul style="list-style-type: none"><li>• Stamina in written activities</li><li>• Comprehension in reading</li><li>• Fluency in reading</li><li>• Application of skills across all subjects so that high expectations are maintained</li><li>• Support for emotional regulation</li></ul> <p>The approaches we are implementing are:</p> <ul style="list-style-type: none"><li>• 1-1 and small group tuition in the autumn, spring and summer term for those children who, despite quality first teaching, are still falling behind</li><li>• Learning Mentor support for identified pupils who are struggling emotionally</li></ul> <p>The overall aims of our catch-up premium strategy are:</p> <ul style="list-style-type: none"><li>• To reduce the attainment gap between our disadvantaged pupils and their peers</li><li>• To raise the attainment of all pupils to close the gap created by COVID-19 school closures</li></ul>

- To ensure our pupils are emotionally able to access their learning

**Teaching:** Quality first teaching is the most important lever schools have to improve outcomes for their pupils.

**Targeted Academic Support:** There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

**Pupil Assessment and Feedback:** Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

**Wider Support:** Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, particularly around emotional support.

### Barriers to attainment

#### Academic barriers

- A. Some pupils did not engage fully/regularly with online learning and as a result have gaps in their learning. Work produced was of a low quality
- B. Lower ability pupils falling further behind their peers due to lack of online engagement
- C. Emotional barriers affecting academic success

### Quality teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	Staff lead	When will you review this?
Staff to employ gap analysis on return to school and ongoing formative assessments to target gaps	Areas of weakness are identified and immediately addressed. Pupils have the building	Teachers are best placed to know children's weaknesses and put in place specific actions to support them	Planning is targeted and effective Planning supports teacher's plans Lesson observation – Book scrutiny		KW	Termly

	blocks to make progress Skills are practised		Pupil progress mtgs			
Emphasis on basic skills-in phonics, arithmetic and grammar	Pupils have the skills in order to access the whole curriculum	Phonics is required for pupils to decode and access textual understanding. Arithmetic skills using bar modelling will help pupils have number sense	Plans Book scrutiny Pupils have access to quality phonics texts ORT online books Teachers to use white rose hub to support gap analysis Pie Corbett-writing CPD Pupils to use spelling shed	£800  £320	VM, CP, DR	Half termly
Teachers to provide quality feedback to pupils to facilitate editing and self-editing across subjects . To be more independent in their online learning	All pupils understand how to improve their work and are able to organise their learning effectively, whether at school or at home. More pupils accessing remote learning when needed and completing work to a high standard	Well-timed and verbal, where possible, feedback is proven to increase pupil progress significantly	Book scrutiny Discussions with pupils Pupil progress meetings learning access and quality of work produced		SLT	Half termly
Small group/1-1 tuition for those children who, despite high quality class teaching,	Most children on target to achieve at least in line with previous progress and attainment so that they have	Carefully planned and well timed 1- 1/small group interventions can have significant impact on pupil	Internal data and assessment results Book scrutiny Additional teacher 5 mornings per	£17,000	KW	Half Termly

are still falling behind expectations	caught up to where they should be in line with expected progress	progress.	week to deliver 1-1 or small group catch up programme Class TAs to provide additional support			
To ensure quality remote learning	Pupils access quality teaching through a consistent platform. Feedback is provided to enable pupils to continue to make progress and for staff to plan accordingly Pupils to engage socially through online media	EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include: Teaching quality is more important than how lessons are delivered Ensuring access to technology is key, particularly for disadvantaged pupils Peer interactions can provide motivation and improve learning outcomes Supporting pupils to work independently can improve learning outcomes Different approaches to remote learning suit different tasks and types of content	Regular staff updates Communication with parents Pupil interactions  Loom- teaching videos Feedback through Seesaw Google classrooms		SLT	Half Termly
To plan effectively for SEND pupils	Pupils have personalised plans which are shared with parents and reviewed regularly	Creating a positive and supportive environment that promotes high standards and positive	SENDCo to review plans and the support SENDCo to support teachers to identify resources and training		JL	Half termly and ongoing

	IEPS are subject to review, plan and do cycle	relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.	SEND Reviews and PP Meetings The provision map evidences pupils, their need, targets and the interventions/support planned.			
Purchase of PSHE nurture support resources	Pupils recognise their emotions and the emotions/feelings of others. Pupils can discuss how they are feeling Pupils know who to talk to	Many pupils are affected emotionally through lack of contact with their friends and anxiety about the return to school. Emotional wellbeing is crucial to the children feeling secure	Discussions with pupils Parent communication Staff meetings to include welfare talk	Purchased from curriculum budget	SC	Half termly
Additional support of the learning mentor where needs have been identified	Pupils have external professional support	Emotional wellbeing impacts significantly upon accessing learning and learning outcomes.	Discussions with pupils Parent communication Staff meetings to include welfare talk	Purchased from curriculum budget	KW	Ongoing