

Catch Up Strategy (primary)

1. Summary information					
School	Shipbourne Primary				
Academic Year	2020/2021	Total Catch Up budget	£4, 480	Date of most recent Review	6.11.20
Total number of pupils	56			Date for next internal review of this strategy	8.1.21

2. Identified Areas and Pupils			
Subject Areas	Focus Group – in class	Group tuition	Individual support
Writing: creativity; application of grammar; ability to develop independently	Year R: Fine Motor – group tasks Behaviour – Social stories	Year 4/5: boys' writing	phonics and maths with year R maths and writing target age-related
Maths: number and calculations	Year 1: independent learning	Year 6: maths	art therapy
Reading: immersion in text	Year 2: stamina for writing	Year 4/5/6: more able	maths target greater depth maths target age-related
	Year 4/5: boys' maths Year 6: writing	Year 6: grammar	

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will apply taught skills to independent writing, creating well developed pieces that are interesting to read	<ul style="list-style-type: none"> • Sentence formation and punctuation is accurate • Grammar content is age-related • Pupils will be able to write for a good length of time and produce pieces of adequate length • Pupils are on track to achieve at above or in line with data July 2019/March 2020 • Text features are applied flexibly
B.	Pupils will show increased confidence with place value, number and the four operations, forming a strong foundation for reasoning	<ul style="list-style-type: none"> • Pupils record calculations and working methods in their books, utilising manipulatives, models and increasingly formal written methods with flexibility and independence • Number bonds are strong • Times table are strong by year 4 • Pupils are on track to achieve at above or in line with data July 2019/March 2020
C.	Pupils will show increased enthusiasm for reading and will be able to confidently discuss a range of texts, plots and characters	<ul style="list-style-type: none"> • Pupils are on track to achieve at above or in line with data July 2019/March 2020

		<ul style="list-style-type: none"> • Creativity in writing has improved • Pupils give well considered answers when discussing their reading
D.	<p>Pupils will:</p> <ul style="list-style-type: none"> Learn independently Recognise boundaries Have accurate fine motor skills Have good coping strategies, know how to communicate their feelings and who to ask for help 	<ul style="list-style-type: none"> • Pupil wellbeing survey shows improved results for those falling below the others • Pupils are happy in school and are able to self-regulate • Parents feel supported and report improvements where required

4. Planned expenditure					
Academic year	2020/2021				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (monitoring)	When will you review implementation?
Pupils will apply taught skills to independent writing, creating well developed pieces that are interesting to read	Autumn term – teaching previous year’s objectives Purchase Power of Reading and monitor implementation Target/Big Write opportunities Planned opportunities for writing in history and science	Baseline assessment October 2020 shows a drop in writing attainment: many lower attainers and less working at greater depth. Teaching observations demonstrate children are very dependent on staff and cannot apply age-related skills without support; staff focusing on grammar but needs to be embedded in contextual pieces. Power of Reading used by staff in previous settings with good result – discussion with IA supported this	Regular staff moderation of writing Regular SLT book checks and lesson drop-ins	All classes (MP/TD)	December 2020 February 2021 April 2021 June 2021
Pupils will show increased confidence with place value, number and the four operations, forming a strong foundation for reasoning	Autumn term – teaching previous year’s objectives Widen resource base (currently White Rose Maths dominates) Sumdog online resource	Baseline assessment October 2020 shows a drop in attainment for older pupils. Initial observations demonstrate over-reliance on worksheets and teacher instructions.	Regular SLT book checks and lesson drop-ins	All classes (CS/TD)	
Pupils will show increased enthusiasm for reading and will be able to confidently discuss a range of texts, plots and characters	Purchase new scheme books for older pupils Purchase Power of Reading and monitor implementation Long term English plan to include high quality texts and class readers Focused guided reading	Baseline assessment October 2020 shows a drop in more able readers and a rise in less able, particularly in older year groups. Impact visible in lack of independence and creativity in writing. Power of Reading used by staff in previous settings with good result – discussion with IA supported this.	Regular SLT book checks and lesson drop-ins	All classes (MP/TD)	
Total budgeted cost					£500

ii. Targeted support – focus group					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (monitoring)	When will you review implementation?
Pupils will learn independently	Year 1: Continue EFYS objectives in term 1; Planning in the moment Teacher modelling during child-initiated time / Rainbow reward challenges Focused learning in core subjects	Children were unable to direct learning independently during child-initiated sessions due to lost time in EYFS. Planning in the moment needed adjusting to ensure progress was made. Pupils are now beginning year 1 objectives and staff are focusing on where support is required.	Lesson drop ins Termly focused assessment	GW/LB (TD)	December 2020 February 2021 April 2021 June 2021
Pupils will develop good fine motor skills	Year R: focused activities	Baseline assessment shows weaknesses in this area due to lost time in pre-school setting	Regular EYFS observations using Tapestry	GW/LB (TD)	
Pupils will show increased confidence with place value, number and the four operations, forming a strong foundation for reasoning	Year 6: focused activities in class enabled by presence of additional teacher (Mrs St. Pier) two days a week (Tuesd/Thurs) and extra sessions supported by Head of School (Mon) where necessary.	Baseline assessment October 2020 shows a wide range of gaps due to missed learning in year 5, particularly for those with identified learning needs.	Lesson drop ins Book checks Termly focused assessment	MP/KSP (CS/TD)	
Total budgeted cost					Absorbed elsewhere
iii. Targeted support – group tuition					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (monitoring)	When will you review implementation?
Pupils will apply taught skills to independent writing, creating well developed pieces that are interesting to read	Team teaching (Miss Pitcher and Mrs St. Pier) two mornings a week (Tues/Thurs) with small group focus for specific pupils until April 2021	Past out of class intervention has shown negative impact, particularly for older pupils, due to missed in class learning and effect on self-esteem. Teaching quality is high but increasing capacity is vital due to wide range of learning needs.	Lesson drop ins Book checks Termly focused assessment ad moderation	MP/KSP (TD)	December 2020 February 2021 April 2021 June 2021
Pupils will show increased confidence with place value, number and the four operations, forming a strong foundation for reasoning	Team teaching (Miss Pitcher and Mrs St. Pier) two mornings a week (Tues/Thurs) with small group focus for range of pupils based on ongoing assessment and related gap analysis until April 2021				

Pupils will have age-related understanding of the grammar curriculum to support independent writing	Head of School tuition Spring Term	Used previously with good outcomes			
More able pupils will develop flexible thinking, and clearly articulate reasoning using high quality vocabulary	Head of School tuition Spring Term	Ofsted identified more able pupils in older years require challenge due to small cohort sizes – lost learning and return to school in a mixed- age class has magnified this need as other pupils need to receive catch up whilst more able are ready for next steps		TD	
Total budgeted cost					£4000
iv. Targeted support – 1:1 tuition					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead (monitoring)	When will you review implementation?
Pupils will show increased confidence with place value, number and the four operations, forming a strong foundation for reasoning	1:1 tutor, Mrs St. Pier, 3 hours a week until end of term 5	Used previously with very good outcomes	Observation of sessions Book checks Termly assessment Pupil voice	MP/KSP (TD)	December 2020 February 2021 April 2021 June 2021
Pupils will be supported in focused writing, maths and phonics ready for transition to year 2	Flexibility in groupings facilitated by mixed-age classes Previous year's objectives taught where necessary	Used previously with very good outcomes		GW/LB (TD)	
Total budgeted cost					Supported by PP funding as overlap in need exists
v. Other approaches					
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?
Pupils will: Recognise boundaries Have good coping strategies, know how to communicate their feelings and who to ask for help	Art therapy (Miss Atkinson) Staff training – wellbeing; mindfulness; mental health; understanding behaviour Lego therapy (Mrs Vanns) Class emojis and emotions displays (All staff) Social Stories (Mrs St.Pier)	All used previously with good effect	Regular assessment and gap analysis	Various (SV/TD)	December 2020 February 2021 April 2021 June 2021

	PHSE programme – staff training Focused workshops provided by Coram Scarf				
				Total budgeted cost	£500 (additional supported by PP funding)

