

## Coleridge Catch-Up strategy statement

The government introduced the Catch-up funding with the aim of reducing the attainment gap for all pupils who have been directly effected by the Coronavirus Pandemic

Each child (F2-Y6) in school receives £80 catch-up funding and this will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### How Impact will be measured?

The school will evaluate the impact on each pupil from termly Teacher Assessment. This will be recorded and discussed as part of our Termly Pupil Progress meetings, the results of which will be fed in the following term's Intervention provision.

We will measure progress and attainment in reading, writing and maths as a result of intervention and additional support.

<b>School- Coleridge</b>			
<b>Academic Year</b>	2020/21	<b>Total Catch-Up budget</b>	£15,440
<b>Total number of Primary pupils</b>	193		

### **Planned expenditure**

Our focus will be on Early Reading, Including Phonics, basic skills and reasoning in Maths and then identifying gaps in individuals learning. Gap teaching will be through the employment of a Level 3 TA (working on gaps identified by class teacher) and, using this funding to access some of the companies using the NTP. Pupils will be identified by class teachers after diagnostics, building relationships and their low-stakes assessments. The teachers will state which pupils need additional support and intensive support. SLT will then plan and formalise the teaching timetable, with a focus on 3 x 30-minute lessons a week for pupils in each year group. Our main aims to the narrow the gap in attainment that has arisen due to the coronavirus pandemic and ensure that any child that needs to access additional support has a moral obligation from the school to access this support and funding.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
1.1 Diminish any differences between vulnerable groups in phonics for all KS1 children.	High ratio of staff will ensure quality first teaching across the School  Employment of TA will ensure focus sessions can take place with bottom 20%	<ul style="list-style-type: none"> <li>Pupils have not received directed phonics teaching since March 2020.</li> <li>Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>Transition to KS1 has not been able to happen, so pupils need transition support</li> <li>EYFS curriculum; pupils need to focus in Autumn on the EYFS curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments to take place each 6 weeks.</li> <li>Focused 1:1 for bottom 20% across all year KS1 groups.</li> <li>Intervention plans.</li> <li>PPM</li> </ul>	IT/AW/JB Governors	TA – £2052 Phonics resources – £ 2000  Total - £4052	February 2021
1.2 Improve and/or consolidate the rate of progress for identified children in KS1 and KS2 with basic maths skills	High ratio of teaching staff will ensure quality first teaching across the School  Employment of TA to deliver First-class@ number intervention	<ul style="list-style-type: none"> <li>Low-stakes tests have highlighted bottom 20% of children have lost many basic skills.</li> <li>Mash-up sessions have also highlighted children aren't as confident with fluency.</li> <li>Children have missed direct maths teaching for over 6 months.</li> </ul>	<ul style="list-style-type: none"> <li>Complete first class @ number assessments on end of unit basis.</li> <li>Focused 1:1 for bottom 20% across all KS1 identified children</li> <li>Intervention plans.</li> </ul>	IT/JS/LJ/ JC Governors	TA – £2052 First class @ number resources – £1200  Total - £3252	February 2021
1.3 Improve the attainment of KS2 children who've slipped to WTS in Maths.	Third Space learning programme to give intense 1:1 support on a weekly basis	<ul style="list-style-type: none"> <li>Pupils are not on – track to meet their end of Key Stage attainment in maths due to lack of teaching in Spring and Summer 2020.</li> <li>Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up.</li> <li>Low-Stakes tests (pickers)and pre/post assessments has helped identify focused children.</li> <li>Pupils require additional support in previous programmes of study in maths.</li> </ul>	<ul style="list-style-type: none"> <li>SLT to monitor quality of sessions.</li> <li>JS to liaise with mentors to ensure gaps are being targeted.</li> <li>Termly assessments will feed into progress.</li> <li>Pickers assessments to inform staff if gaps are being reduced.</li> <li>Intervention plans</li> <li>PPM</li> </ul>	IT/JS	Third space learning - £2000	February 2021

<p>1.4 Progress the EGPS skills of all identified KS2 learners with bespoke 1:1 support</p>	<p>High ratio of staff will ensure quality first teaching across the School</p> <p>Employment of TA will ensure focus sessions can take place with bottom 20% using Century programme</p>	<ul style="list-style-type: none"> <li>• Pupils are not on – track to meet their end of Key Stage attainment in EGPS due to lack of teaching in Spring and Summer 2020.</li> <li>• Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up.</li> <li>• Assessments in Autumn 1 highlighted gaps in children’s grammar knowledge. (See intervention plan)</li> <li>• Low-Stakes tests (pickers) has helped identify focused children.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff training for TA to ensure subject knowledge is secure.</li> <li>• SLT to monitor Century programme.</li> <li>• Analyse termly assessments to see if identified children are progressing.</li> <li>• Low-stakes tests analysed to see impact of programme.</li> <li>• Gap analysis using Century platform to ensure children are making progress.</li> </ul>	<p>IT/JS/JB</p>	<p>Century - £1020 TA - £2052</p>	<p>February 2021</p>
<p>1.5 Improve the language acquisition of the children in EYFS by using the Nuffield intervention</p>	<p>High-quality CPD to ensure staff can deliver effective support.</p> <p>Employment of TA to cover trained TAs so they can deliver the intervention.</p>	<ul style="list-style-type: none"> <li>• F2 children have all missed 6 months of education.</li> <li>• F1 children have not been exposed to the wider experiences over the past 6 months and in turn will have lost language.</li> <li>• On entry data showed that C&amp;L was a major area of weakness. 0% of children were ‘on track’ in F1 and 28% of children were ‘on track’ in F2.</li> <li>• No children are on track for GLD in F1 and only 12.5% are on track in F2 – Baseline 2020.</li> </ul>	<ul style="list-style-type: none"> <li>• Nuffield CPD to ensure staff have clarity around intervention.</li> <li>• Intervention standards to be monitored by AW.</li> <li>• Termly data drops to analyse language progression.</li> <li>• Tapestry to also monitor progress.</li> </ul>	<p>IT/AW/JC</p>	<p>Nuffield Intervention – Free TA - £1026</p>	<p>February 2021</p>
<p>1.6 Expand SEND children’s phonetic knowledge by using bespoke programme using instructional teaching to develop children’s understanding.</p>	<p>High-quality CPD from EEF to ensure staff can support children effectively.</p> <p>Employment of SENDCo to ensure intervention is effective.</p>	<ul style="list-style-type: none"> <li>• SEND children have missed 6 months of phonics.</li> <li>• SEND children don’t always respond to the structured teaching of phonics.</li> <li>• In KS1 67% of the bottom 20% in phonics also have SEND.</li> <li>• Progress over time in phonics for these identified SEND children is slow.</li> </ul>	<ul style="list-style-type: none"> <li>• Headsprout CPD to ensure staff clarity around support.</li> <li>• Intervention standards to be monitored by SA.</li> <li>• 6 weekly phonics assessments to be monitored by RWI leader.</li> <li>• HER assessment tool to use QLA to identified sound gaps.</li> </ul>	<p>IT/SA</p>	<p>£200</p>	<p>February 2021</p>

<p>1.7 Upskill SEND children to independently create sentences.</p>	<p>Intensive CPD from SENDCo to ensure staff can use Clickers effectively.</p> <p>Employment of SENDCo to ensure intervention is effective.</p>	<ul style="list-style-type: none"> <li>SEND children have missed several months of education and the opportunity to write at length.</li> <li>SEND children use oracy skills to develop ideas; however, they struggle to construct sentences independently.</li> <li>SEND children are making slow progress in writing.</li> <li>Percentage of SEND children getting EXS is only 17%</li> </ul>	<ul style="list-style-type: none"> <li>Clickers CPD will safeguard standards of the intervention.</li> <li>Intervention to be monitored by SA.</li> <li>Half-termly assessments in independent writing to monitor gaps.</li> <li>Clickers assessments will identify next steps.</li> </ul>	<p>IT/SA</p>	<p>Clickers - £600 TA- £2052</p>	<p>February 2021</p>
<p>1.8 – Improve the ERIC reading skills of identified children in KS2 by having focused reading workshops</p>	<p>High ratio of teaching staff will ensure quality first teaching across the School</p> <p>Employment of TA to deliver high-quality reading intervention</p>	<ul style="list-style-type: none"> <li>KS2 children have not been exposed to high-quality texts for over 6 months.</li> <li>Children have lost some of the skills used to read effectively.</li> <li>Due to some children not reading at home, fluency is now an issue.</li> <li>Reading low-stakes assessments showed that children are struggling to transfer skills to unfamiliar texts.</li> <li>Teacher Assessment has highlighted bottom 20% of children are struggling to apply skills.</li> </ul>	<ul style="list-style-type: none"> <li>Upskill TA to support a range of groups.</li> <li>Monitor the quality of TA reading sessions.</li> <li>Assessments to take place termly and to be analysed with detailed gap analysis.</li> <li>Low-Stakes tests in class.</li> <li>Benchmarks scores to increase.</li> </ul>	<p>IT/JB</p>	<p>TA - £1026</p>	<p>February 2021</p>

**IMPACT MEASURES**

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
F2	<ul style="list-style-type: none"> <li>• Pupils successfully transition and settle to learn and enjoy F2.</li> <li>• Children develop and begin to show good characteristics of effective learning.</li> <li>• Parent's Consultation about their strengths and development areas.</li> <li>• Pupils have formed excellent relationships with their adults and peers.</li> <li>• By the end of the Autumn term, pupils are making rapid progress in phonics to close the gap and 60% (18 out of 32) of pupils are assessed as being 1c or above which means they are on track to achieve end of year expectations in phonics- an increase of 10% from Autumn 1 data.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are making rapid progress in phonics to close the gap and 65% (21 out of 32) of pupils are assessed as being red or above which means they are on track to achieve end of year expectations in phonics.</li> <li>• Children who need support with C&amp;L have been identified, interventions are taking place and the progress is beginning to be evident.</li> <li>• Pupils enjoy reading; they have daily opportunities to listen to high quality stories.</li> <li>• Pupils are developing an excellent understanding of mathematical concepts and reasoning resulting in an increase in the amount of children 'on track' in Maths.</li> <li>• Pupils are tracked, assessments are analysed and QLA informs teaching</li> <li>• The percentage of children in identified pupil groups being assessed as 'on track' is increasing and the gap between identified groups and all other pupils is narrowing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are making rapid progress in phonics to close the gap and 78% (25 out of 32) of pupils are assessed as being green or above which means they are on track to achieve end of year expectations in phonics.</li> <li>• Children who needed support with C&amp;L have been given high quality interventions and therefore have made rapid progress.</li> <li>• All pupils who were 'on track' at the start of F2 achieve GLD at the end of the year.</li> <li>• Pupils who were not 'on track' at the start of F2 have made accelerated progress to be in – line with end of year expectations for F2.</li> <li>• The gap between identified pupil groups and all other pupils has diminished.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>• Children have the skills needed to be successful learners in Y1 and beyond.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• Pupils attain GLD, they display the Characteristics of Learning in their Y1 class.</li> <li>• Pupils successfully transition and settle to learn and enjoy Y1</li> <li>• Parent's Consultation about their strengths and development areas.</li> <li>• Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics screening check – 50% of pupils pass the phonics screening check.</li> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>• Pupils are tracked, assessments are analysed and QLA informs teaching</li> <li>• The gap between identified pupil groups and all other pupils is narrowing.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics screening check – 78% of pupils pass the phonics screening check.</li> <li>• Pupils attain end of year expectations when they were predicted GLD</li> <li>• Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for Y1.</li> <li>• The gap between identified pupil groups and all other pupils has diminished.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>• On – track for end of KS target outcomes</li> </ul>

Y2	<ul style="list-style-type: none"> <li>Phonics screening check – 72% of pupils pass the phonics screening check.</li> <li>Pupils successfully transition and settle to learn and enjoy Y2</li> <li>Parent’s Consultation about their strengths and development areas.</li> <li>Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics screening check – 82% of pupils pass the phonics screening check.</li> <li>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>Pupils are tracked, assessments are analysed and QLA informs teaching (SATS past papers)</li> <li>The gap between identified pupil groups and all other pupils is narrowing.</li> <li>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics screening check – 92% of pupils pass the phonics screening check.</li> <li>Pupils attain end of KS1 expectations if they attained GLD when they completed EYFS.</li> <li>Pupils who did not attain a GLD have made accelerated progress to be in – line with Age Expected expectations for the end of KS1.</li> <li>The gap between identified pupil groups and all other pupils has diminished.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Pupils successfully transition and settle to learn and enjoy Y3</li> <li>Pupils have 1:1 pupil progress meetings and Parent’s Consultation about their strengths and development areas.</li> <li>Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>Phonics screening check – 75% of pupils pass the phonics screening check.</li> <li>The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>Pupils are tracked, assessments are analysed and QLA informs teaching (Rising Stars)</li> <li>The gap between identified pupil groups and all other pupils is narrowing.</li> <li>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics screening check – 90% of pupils pass the phonics screening check.</li> <li>Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1.</li> <li>Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment.</li> <li>The gap between identified pupil groups and all other pupils has diminished.</li> </ul>

Y4	<ul style="list-style-type: none"> <li>• Pupils successfully transition and settle to learn and enjoy Y4</li> <li>• Parent's Consultation about their strengths and development areas.</li> <li>• Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• Phonics screening check – All pupils (who've been with us since F1) pass the phonics screening check.</li> <li>• The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>• Pupils are tracked, assessments are analysed and QLA informs teaching (Rising Stars)</li> <li>• The gap between identified pupil groups and all other pupils is narrowing.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1.</li> <li>• Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment.</li> <li>• The gap between identified pupil groups and all other pupils has diminished.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Pupils successfully transition and settle to learn and enjoy Y5</li> <li>• Parent's Consultation about their strengths and development areas.</li> <li>• Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>• Pupils are tracked, assessments are analysed and QLA informs teaching. (Rising stars)</li> <li>• Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths</li> <li>• The gap between identified pupil groups and all other pupils is narrowing.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> <li>• Recovery of lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have passed the phonics screening check.</li> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1.</li> <li>• Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment.</li> <li>• The gap between identified pupil groups and all other pupils has diminished.</li> </ul>

<p>Y6</p>	<ul style="list-style-type: none"> <li>• Pupils successfully transition and settle to learn and enjoy Y6</li> <li>• Parents consultation about their strengths and development areas, with specific targets set.</li> <li>• Pupils have formed excellent relationships with their adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</li> <li>• The gap between attainment prediction and end of Autumn attainment is diminishing.</li> <li>• Pupils are tracked, assessments are analysed and QLA informs teaching.</li> <li>• Pupils are well – prepared for their Statutory tests; they are encouraged to read using the ERIC skills and have Mock SATS weeks.</li> <li>• Pupils receive 1:1 feedback about their progress, next steps and understand their targets in Reading, Writing and Maths</li> <li>• The gap between identified pupil groups and all other pupils is narrowing.</li> <li>• Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations for the end of KS1.</li> <li>• Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment.</li> <li>• Year 6 pupils feel confident and well – prepared for Secondary school.</li> <li>• The gap between identified pupil groups and all other pupils has diminished.</li> </ul>
-----------	--	--	---