

# **Coleham Primary School**



## **Universal Catch-Up Strategy 2021/22**

**Strategy date: September 2021**

**Review date: July 2022**

<b>Summary Information</b>	
Name of Universal Catch-Up Coordinator	Maria Stennett
Number pupils at Coleham Primary School	423
Total of School Recovery Premium Funding for 21-22	Est £8,410
School Led Tutoring Grant	Est £7087
Total Funding available	£15,497

<b>2. Current Attainment</b>			
	<b>Spring 2020 (pre-lockdown)</b>	<b>Summer 2020</b>	<b>Summer 2021</b>
% achieving EXS+ (GDS) Reading (whole school)	81 (37)	71 (17)	84 (31)
% achieving EXS+ (GDS) Writing (whole school)	76 (28)	62 (15)	75 (21)
% achieving EXS+ (GDS) Maths (whole school)	84 (30)	68 (12)	84 (23)
% combined Re/Wr/Ma EXS+ (GDS)	73 (22)	51 (6)	
<i>See: attached data sheet for detailed breakdown of groups</i>			

<b>3. Barriers to future attainment</b>	
<b>In-school barriers (issues to be addressed in school)</b>	
A	Gaps in knowledge relating to lost curriculum time, in particular relating to the progress and attainment of PP children.
B	Concerns relating to safeguarding issues and social, emotional, mental health of some of our children following the lockdown period, especially PP children.
E	Concerns regarding ensuring parental engagement is maintained during this period, especially relating to the parents of PP pupils.

<b>External barriers (issues which also require action outside school)</b>	
D	Concerns regarding low attendances after prolonged period of absence and high levels of coronavirus-related absence, especially relating to PP/SEND pupils.

<b>4. Desired outcomes and how they will be measured</b>	
A	<p><b>Desired outcome 1:</b> Attainment and progress gap between PP and non-PP pupils to reduce to less than 15% in R, W and M by December data catch and to 10% by Summer 2022.</p> <p><b>How it will be measured 1:</b> Data from Autumn/Spring/Summer will be used to measure the impact with the aim being that by Summer, the gap will be negligible.</p> <p><b>Desired outcome 2:</b> Writing attainment to increase in Years 3 and 4, aiming for at least 80% of pupils to attain EXS in Writing by Summer 2022.</p> <p><b>How it will be measured 2:</b> Data from Autumn/Spring/Summer will be used to measure the impact with the aim being that by Summer 80% of pupils will be attaining EXS+.</p>
B	<p><b>Desired outcome 1:</b> Safeguarding issues will be dealt with quickly and effectively in line with our Child Protection Policy.</p> <p><b>How it will be measured 1:</b> Weekly supervisions carried out with PCT Leader and HT and half termly safeguarding spot checks carried out by HT.</p> <p><b>Desired outcome 2:</b> Any children with identified concerns relating to their social, emotional, mental health will be provided with support from our Pastoral Care Team and, if necessary, from external agencies to help them to overcome these concerns.</p> <p><b>How it will be measured 2:</b> Data from Autumn 2/Spring and Summer will be used to measure the impact of Pastoral support/interventions. Bounce survey carried out in September to measure pupil attitudes to learning/wellbeing and again later in the year following necessary interventions. Impact of interventions led by PCT (e.g. No worries) to be measured via intervention tracker.</p>
C	<p><b>Desired outcome:</b> High levels of parental engagement will continue, as before lockdown, in order to support pupils to make good progress across the curriculum.</p>

	<b>How it will be measured:</b> % of parents attending parents evening, % of children reading to an adult 5 x a week, attendance rates to remain high across school (above 95%).
D	<b>Desired outcome:</b> Any dips in attendance to be tackled to ensure that whole-school attendance remains at 95% or more. A particular focus on PP pupils as their attendance was below 95% (July 2021) and also a focus on reducing the % of children arriving late for school.  <b>How it will be measured:</b> Attendance from SIMS will be used to measure this target. Target for PP and SEND groups: 95%+ attendance.

Action	Desired outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Review (July 2022)
To ensure all teachers are well supported and provided with the necessary training and CPD to allow them to deliver great teaching to all pupils.	The vast majority of children will be back on track by the end of the year, catching up on lost learning time and making accelerated progress, where needed, in order to meet their targets.	Great teaching translates to improved outcomes for our pupils.	HT/DHT and phase leader to provide high quality support and CPD to our team and to monitor teaching and learning providing high quality feedback to teachers.	SLT		
National Tutoring Programme  To provide 1:1 or small group tutoring (via National Tutoring Programme) to all PP/PP+ children whose attainment is below EXS+.	Identified pupils will make accelerated progress and close the gap between themselves and their peers.	There is extensive evidence (from EEF) supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	Catch-up funding co-ordinator to monitor tutoring and analyse data termly to measure impact.	Maria Stennett	Estimate £8,000	
To provide targeted interventions to children in school who are	Identified pupils will make accelerated progress and close the	There is extensive evidence (from EEF) supporting the impact of	Catch-up funding co-ordinator to monitor interventions alongside	SLT members	Estimate £7,497	

working below the standard expected of their age	gap between themselves and their peers.	structured interventions, which may be delivered one to one or in small groups as a catch-up strategy.	members of SLT and analyse data termly to measure impact.			
To provide catch-up training to support staff, enabling more maths and English targeted interventions to run and to purchase some additional pastoral interventions.	Identified pupils will make accelerated progress and close the gap between themselves and their peers.	There is extensive evidence (from EEF) supporting the impact of structured interventions, which may be delivered one to one or in small groups as a catch-up strategy.	Catch-up funding co-ordinator to monitor interventions alongside members of SLT and analyse data termly to measure impact.	SLT members		
Develop the use of our existing tracking system, Insight, in order to record all interventions (including pastoral interventions) and their outcomes.	All children who need support will be identified and the impact of interventions measured.	A robust tracking system is essential in order to identify children who are not on track and provide immediate support.	DHT will ensure that all interventions are recorded via Insight. Impact to be reported back to phase leaders for discussion at progress meetings.	DHT		
Ensure that strong relationships are built with our new reception parents and provide them with support/guidance (e.g. via workshops/parent events, videos/Tapestry/Boromi project).	All of our new children will settle quickly into school life, with any particular individuals receiving extra support where needed. This will be measured via a parent survey, which will be sent to all new parents at the end of the Autumn term.	From previous experience, we know that ensuring our induction process is excellent helps the children to settle quickly, be happy and make excellent progress.	EYFS Leader to oversee these procedures and feedback to SLT.	EYFS Leader		

Bounce survey to identify pupil attitudes to self and learning/school.	Pupils identified as having poor attitudes to self and school will receive the necessary support (from PCT) to improve attitudes, which will positively impact on learning.	In previous years, this survey tool has allowed us to identify which children have negative attitudes about themselves/school so that we can intervene and support them.	DHT to monitor quality and impact of pastoral led interventions and 1:1 support and report back to SLT.	DHT		
To provide mentoring and 1:1 support to individuals identified by class teachers and the Bounce survey as having low self-esteem/confidence.	Identified pupils will receive the support needed to increase confidence and self-esteem, which will positively impact their learning in the classroom.	There is evidence (from EEF) supporting the impact of interventions relating to other aspects of learning, such as behaviour pupils' social and emotional needs.	DHT to monitor quality and impact of pastoral led targeted interventions and report back to SLT.	DHT		
To provide targeted interventions to any children who need support with their well-being from our Pastoral Care Team and ensure these are logged on Insight.	Identified pupils will receive the support needed to increase confidence and self-esteem, which will positively impact their learning in the classroom.	There is evidence (from EEF) supporting the impact of interventions relating to other aspects of learning, such as behaviour pupils' social and emotional needs.	DHT to monitor quality and impact of pastoral led targeted interventions and report back to SLT.	DHT		
Ensure strong relationships are built with parents by providing relevant curriculum information/advice regarding supporting learning at home via	Parents to have knowledge and skills to support their child(ren) at home (e.g. reading, times tables, phonics).	Parents have a key role to play in supporting their children to learn at home and so it is essential that we continue to work with them during this period.	Phase leaders to oversee the support that is provided via Seesaw to parents.	Phase Leaders		

Seesaw. Also provide positive updates re behaviour/rewards via Class Do Jo.						
To provide parents with regular and supportive communications to ensure that attendance remains high. Support to be provided to individual families where attendance is a concern.	Attendance across school will remain high (above 95%) and any children's attendance identified as a concern will increase.	Good attendance will mean that our children have the best chance of making maximum progress in their learning this year.	DHT to oversee attendance across school, analysing our data and liaising with the school's EWO and with parents/carers.	HT/DHT		

### Notes

The Government Recovery Premium and School Led Tutoring Grant funding for 2021-22 will be spent on Tutoring and TA support for specific Interventions such as Catch Up Literacy and Catch Up Maths.