

# Catch Up Strategy Statement 2020 – 2021: Sharley Park Community Primary School

1. Summary Information						
School	Sharley Park Community Primary		Strategic Plan 2020-2021	Publication Date November 2020	Review Date Termly	
Academic Year	2020-2021	Predicted Catch up Budget for 2020-2021	£ 32, 480			
Headteacher: Nicola Stevenson Catch up Leads: Nicola Stevenson & Natalie French		Total number of pupils 415	Y1-6: 355	Number of pupils eligible for PP	Y1-6: 169	41 % of roll
			FS2-Y6: 415		FS2-Y6: 196	47 % of roll

Attendance Overview						
	Overall Attendance	National All Attendance	National PP Attendance	Persistent Absence (PA)	National All PA	National PP PA
2020-21 Attendance (updated half termly)	94.6% (Oct half term)	92% ( 20 <sup>th</sup> October release)	-	-	-	-

**Guidance**

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.


As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul> <p>Summer support</p>

2. Spending Priorities and Rationale for the Current Academic Year		
<b>Teaching Priorities</b>		
<b>Barriers to Learning</b>	<b>Significant gaps in learning created by the partial closures to school during National Lockdown</b>	
<b>Priority</b>	<b>Activity to be Funded from the Catch Up funding</b>	
Priority 1	Ensure quality first teaching across school including the schools approach to remote and blended learning	
Priority 2	Ensure that teachers have access to quality CPD for catch up areas ( Phonics, Reading, Maths, English, attendance)	
Priority 3	Ensure staff have the most up to date information and access to CPD for explicit instruction, scaffolding, cognitive and metacognitive stratifies for use in the classroom	
		Projected Spending for Current Academic Year
		£9,200
<b>Targeted Academic Support</b>		
<b>Barriers to Learning</b>	<b>Provide carefully planned catch-up interventions and 1:1 sessions, prioritising the children who have the widest gaps including but not limited to disadvantaged, vulnerable and SEND pupils</b>	
<b>Priority</b>	<b>Activity to be Funded from the Catch Up funding</b>	
Priority 1	Employ catch up officers to work across school in the afternoons to provide high quality interventions in areas of need ( Phonics, Reading, Maths) e.g. 1:1 and small group intervention linked to classroom teaching	
Priority 2	Timetable and deliver training to ensure consistency of interventions and 1:1 sessions being delivered	
Priority 3	Establish effective feedback structures for 1:1 and small group interventions to ensure demonstrable impact	
		Projected Spending for Current Academic Year
		£12,752 .92
<b>Wider Strategies</b>		
<b>Barriers to Learning</b>	Improving attendance and readiness to learn for pupils returning to school	
<b>Priority</b>	<b>Activity to be Funded from the Catch Up funding</b>	
Priority 1	Ensure the disadvantaged pupils attendance is closely monitored and relevant support deployed where attendance is below 95%	
Priority 2	Support families who are anxious about sending their child back to school by maintain good levels of communication and relevant signposting	
		Projected Spending for Current Academic Year
		<b>COST ALREADY IN BUDGET</b>

3. Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough training has been in place for high quality intervention and careful timetabling	Subject leads to support in planning and monitoring of effective interventions
Wider strategies	Engaging the families facing most challenges	Using our pastoral manager and our listening ear to provide Early Help and signposting and support for attendance

## Annual Overview 2020 - 2021

<b>Teaching</b> <i>(e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)</i>	Total Spend: <b>£9,845</b>	<b>Our Tiered Approach</b>	<b>Targeted Academic Support</b> <i>(e.g. Structured interventions; Small group Tuition; One-to-One Support)</i>	Total Spend: <b>£12,752.92</b>
<ul style="list-style-type: none"> <li>• Training which focusses on a range of approaches to support high quality teaching and learning e.g. explicit instruction, scaffolding, cognitive and metacognitive strategies.</li> <li>• Planning for effective assessment through a range of assessment approaches to establish what is 'forgotten learning' though the extended period away from school</li> <li>• To implement a high quality remote education strategy across school for pupils isolating or in non-attendance due to Covid 19</li> <li>• Ensure access to technology for all staff to deliver high quality remote learning</li> <li>• Phonics CPD – RWI Development Day</li> <li>• Phonics books</li> </ul>	Spend £ 595 Reading £300 Literacy INSET DCC  £ 250  £6,000  £700  £2,000		Early Language Intervention (Welcomme / NELI) including staff member to support  Catch up officers across school to provide small group interventions in afternoons  <b>Wider Strategies</b> <i>(e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i>  Full time pastoral worker	Spend £2282.28  £7227.22 £3243.42  Total Spend: £0  Spend <b>Already in existing budget</b>
			<b>Total Spend</b> <b>£ 22,597.92</b>	
			<b>Carried forward to next year</b> <b>£9,882.08</b>	

Please refer to the EEF Covid 19 Support Guide:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Covid-19%20support%20guide%20for%20schools.pdf)

and The EEF Guide to supporting school planning: A Tiered Approach : [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202020-21.pdf)