

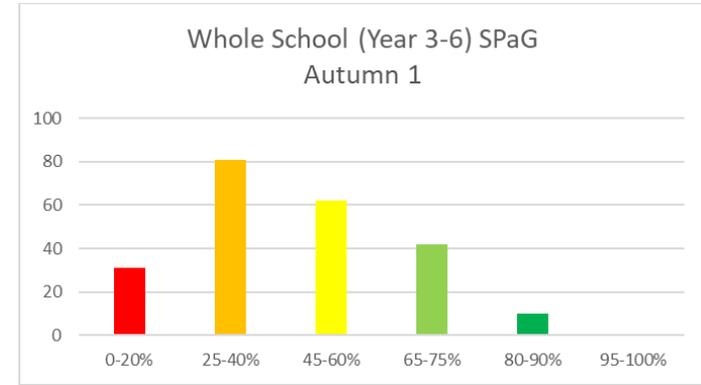
# 'Catch-Up' Strategy for 2020-21

Summary information 'Catch up' Grant version 1					
Academy	St Michael's CofE Primary School				
Academic Year	2020-21	Total Catch up budget	£29,200	Number of pupils	371 (365 on roll at time of budget announcement).

SECTION ONE: Initial Evaluations and Summary	
Initial Evaluation Tools used	Teacher Judgements Headstart Reading assessment Motional (Emotional Health and Well Being) Assessment Spelling Punctuation and Grammar assessment Point In Time Assessments Yr 2 Phonics screening Yr 1 – Early Learning Goals EYFS - baseline Jigsaw Pupil self-assessment (PSHE)
Identified Barriers <i>(summary of the main findings of your initial evaluation)</i>	
<p><u>Communication and language – Receptive language, expressive language, speech sounds</u>            All Reception children were screened using the program Language link, which identifies children with any speech and language communication needs. Following this assessment 34% of the cohort were found to have moderate or more severe language needs. After starting the teaching of phonics and learning individual phonemes it was found that a number of children are having great difficulty in making the individual sounds, often unable to make the correct mouth shape to aid pronunciation.</p>	

SPaG – Spelling/phonological awareness in lower KS2 and spelling across KS2

Through the use of teacher judgements and internal SPaG assessments this year (2020 – 2021), it was felt that there were significant gaps in learning for phonological awareness in lower KS2 and spelling across KS2.



Reading – stamina and comprehension across school

Proposal for Accelerated Reader

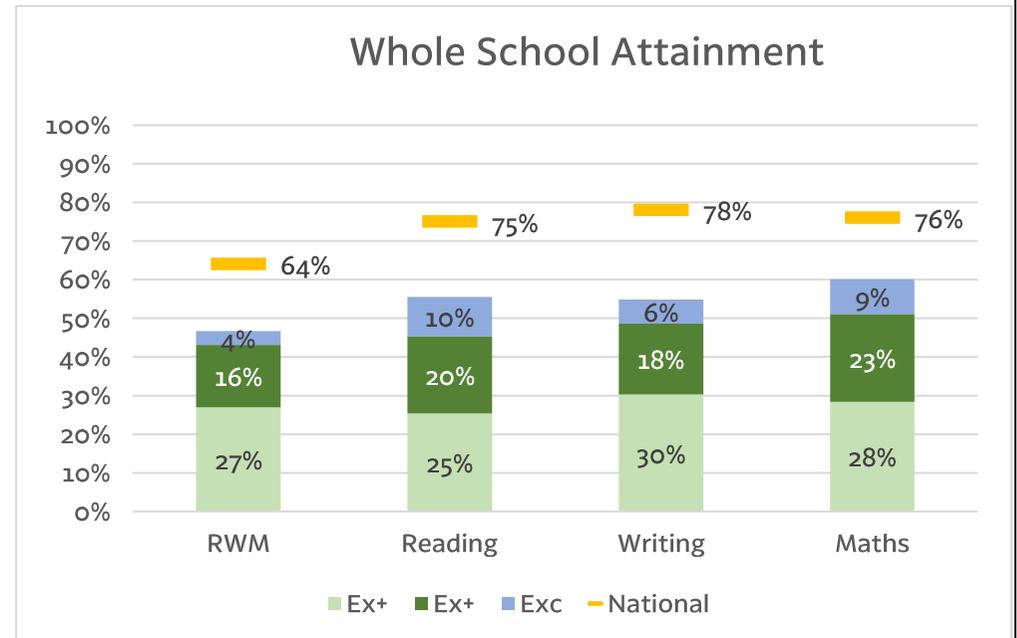
A programme to develop decoding and comprehension  
The programme will give reading a higher profile in school and will have the effect of increased engagement particularly at home.

Writing – CPD on a general approach (Talk for writing)

Talk for writing training delivered in house by Celtic Cross Education.  
The PITA for writing illustrates the necessity of having a focus for writing as a whole school priority. Only 24% are secure WA or above. Talk for writing is an approach which will be adopted allowing for more time for children to focus on the key elements.

Maths – mathematical conversation, fluency and flexibility/assessment

Teachers have used professional judgement to identify areas of focus in maths. Through continued work with Devon and Cornwall MathsHub, our implementation of mastery maths and internal CPD we have identified sections of the 5 big ideas in maths that need support to ensure closing of academic gaps. Teachers have identified **mathematical conversation, fluency and flexibility** as areas of focus.



### Nurture - social skills/manage emotions

When children returned from the summer lockdown in June 2019, parents were surveyed to provide our school inclusion team and teachers with a snapshot of their experiences during the school closures. Also, our inclusion team spent time studying and using the think piece on a recovery curriculum (<https://www.evidenceforlearning.net/recoverycurriculum/#mentalhealth>) to identify objectives that would support both social skills and management of emotions (see Recovery Curriculum Sharepoint).

During the first part of the autumn term 2020, teachers completed a Motional screening of their class to identify how well a child is functioning in terms of their mental health and wellbeing. A survey has also been sent to parents after the first half term to provide staff with a new snapshot of how children have coped since September. This is with a view to identify children who may not present in school but do at home.

SECTION TWO: Teaching and Whole School Strategies (e.g. professional development, supporting early career teachers, assessment, effective remote learning)			
What do we want to achieve?	How?	Cost?	Progress/Impact
Create a new writing approach/ethos	Writing leads to attend appropriate training – A) Talk for writing Delivered by CCE with in built opportunities for SPAG. Long term project B) Using Writing journals delivered by literacy lead Writing leads to model/coach and monitor practice if granted due to covid.	Training with CCE Staff training Initial input - 2 days cover – half day/teacher 2xsupply @£190 = £380 Follow-up session – half day/teacher 2xsupply @£190 = £380  Observation of good practice Release for Lit Leads – 2x supply @£190 = £380  Literacy lead to implemet Release 4 x half days @£190 =£380  £1520	Culture in school changed. Progressed through book trawls and PITA data should also reflect a change in Spag scores.  New Writing Journals
KS1 Phonics	Additional Streamed TA groups (AS)	2 TAs 30 min sessions 4 x times a week x20  £932	Regular assessment to ensure continuity and next steps. Use the baseline to assess progress. (AS)
Reading Develop comprehension Promoting Reading Parental and Pupil engagement	Accelerated reader. Hardware to support accelerated reader in the classroom. Reading karate (parental engagement) Nessy <b>Training delivered by CCE</b>	Accelerated Reader£2127.44  1 class set of Chrome books to deliver accelerated reader. £6502  CCE English Lead to work with teachers Supply x2 to release English Leads then deliver programme to school. 2 days @£190 = £380  Release time for support staff to orgainse books 5 days @£70/day for 3 staff = £350  £9359	

Maths PITA assessment linked to White Rose scheme	PUMA assessment	£17.50 per pack of 10 for each term. £315 per year group  £1890 total cost. NEW £1606.50	
Maths fluency	Numbots (ks1) TT Rockstars (KS2)  White Rose premium (whole school school fluency).	Numbots + TT Rockstars bundle with Statistical bolt on = £204.40 p/a  21 – 40 users = 189.99  £394	Pupil engagement. Self assessment on Rockstars. Maths lead to monitor traffic.
Mathematical conversation	EYFS – Beth to send links Messy Maths (EYFS/Ks1) MathsHub CPD	Maths Lead + EYs teacher 1 day release/teacher @£190 =£380  £380	Maths Lead to evaluate
Curriculum Experiences	Forest Schools Outdoor learning CAST Outdoor Learning leads to have time to disseminate good practice to staff	Teacher Cover in preparation in disseminating good practice linked to Curriculum 1 day/half term x2 @£190/day = £1520  £1520	Plans for a 3 year programme to be in place with help from school council.

**SECTION THREE: Targeted Support (structured interventions, small group tuition, one-one support, effective deployment of TAs, reading interventions)**

What do we want to achieve?	How?	Cost?	Progress/Impact
<p>improve speech language and communication skills.</p>	<p>Additional SALT assessments to make up the backlog of additional pupils requiring professional support Language Link used to identify receptive language difficulties.</p> <p>Staff training for new SaL CoverTA support from KH JF, SALT and Elkan training</p> <p>1:1 programmes for specific pupils on the SAL caseload as recommended by the therapists following assessment and review</p> <p>1 to 1 pre teaching programmes</p> <p>Purchase ipad apps recommended by Speech and Language therapists to use with pupils</p>	<p>£330 SL Therapist to undertake an assessment x3 = £990</p> <p>Training time for SALTs Elkan L3 - £350 includes accreditation.</p> <p>6 additional hours/week to support identified children length/time - cost? =£2115</p> <p>6 additional hours/week for 16 to support identified children length/time - cost? =£846</p> <p>15 minutes a week for individual or groups of pupils who would benefit, best provided by class TA with strategies from JF/KH No Cost</p> <p>Approx £100? (KH waiting for list from SALT)</p> <p>£4997</p>	<p>TERMLY REVIEW</p> <p>Termly reviews- weekly formative assessments following sessions PPMeetings</p> <p>Half termly review Progress measured through the programme.</p> <p>On going</p>

Communication and language Understanding DfE Nuffield Early Language Intervention NELI	DfE Nuffield Early Language Intervention NELI Delivered by existing TA's. Additional TAs for classroom supporting pupils with their language skills. 20 week intervention for specific pupils in YR	Backfill TAs to deliver initial Assessments 1 day. <b>£105.75</b> 20 week programme to be delivered by trained TAs 4x 30 minute sessions per week per group. 2 groups Some pupils <i>may</i> require 1:1 support = 2 x 15 minute sessions per week 1 TA x 4 afternoons 1 hour <b>£934</b>	Regular assessments using the DfE NELI programme.
Targeted intervention in literacy and numeracy skills KS1	Small group work as identified by teachers for specific children in Years 1 and 2 focussing on key skills in Literacy and Numeracy.	Back fill with supply TAs – 6 hours = £846 Allow for 1hpw to include time needed for PPA	Half termly assessments Diagnostic Assessments
KS2 Targeted intervention in literacy and numeracy	a) Small group work as identified by teachers for specific children in Years 3 to 6, focussing on key skills in Literacy and Numeracy.	a) Backfill for Y3 and 4 TAs – 2.5 hours/week of HLTA £499  b) 30 mins group of 4 KS1 and KS2 – 2.5 hours/week of HLTA £499  <b>£988</b>	Half termly Assessment Diagnostic Assessments
Fun Fit To develop children's gross motor movements	TA led group 6 children from Reception for the first 4 weeks Year 1 for the second 6 week session in the New Year. Initial evaluation of the children completed first to have a baseline for effectiveness.	30 mins X 5 over 14 weeks to begin with. TA 11.95 x 2.5 x 14  <b>£418</b>	Use baseline assessment to measure effectiveness

<p>National Tutoring Programme 1: 3 tuition</p>	<p>Identified pupils to catch up in areas of reading, writing and numeracy. Time to discuss programme with Teachers beforehand. Adapt the content, style and format of the tuition to ensure most effective results are achieved. Provide feedback to class teacher to review progress during tuition programme including follow up assessments.</p>	<p>42 Children Year 2 to 6 Literacy Yr 2- 6 2 groups of 3 Maths Yr 5 and 6 2 groups of 3 Over 15 weeks, each group to have 1 hour a week. 2 tutors £213.75 x 14 groups = £2992.50  Time for Class teachers to liaise with NTP tuition -supply release 3 sessions during the 15 weeks. £570  Total 3562.50</p>	<p>Use Leap Portal to review progress by class teacher and tutor from TP</p>
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SECTION FOUR: Wider Strategies (e.g. sustaining parental engagement, social and emotional learning, reinforcing behaviour routines, breakfast clubs)			
What do we want to achieve?	How?	Cost?	Progress/Impact
Remote learning Provision	Training for T to establish new system Google claSssroom.	Cover for T to take on new system or/and develop new one 2days - £360	Training for new scheme and software. Increased confidence.
Pupil Voice creation of School Council focussing on student well being	Election of school council to coordinate well being and enable pupil voice in design of space in school	Cover for T to have impact 5 sesions x£190 = £950	Reactivated school council
CAST in Helston Outdoor Learning and NC guides. To develop school environment. <i>The Plant Squad</i>	CAST to work with all year groups Woods/outdoor time Tabled in to school week. Gardening Helston Climate Action Group (support) Pupil engagemnet in designing school grounds –long term project.	NC and Outdoors books £161.05	Outdoor experiences evident in website Development of school grounds Planning reflects outdoor opportunities
Social skills and emotional literacy	Construction club (pit stop)	2.5 hours per week TA X 25 £728	Pupil engagement
	Total Income	Total Expenditure	Surpluss/ defecit
	£29,200	£29,199	£1