

## Catch up Plan St Stephens Junior December 2020

<b>Number of eligible pupils:</b>	<b>423</b>	<b>Amount of catch-up premium:</b>	<b>£ 34,560</b>
<b>Pupil Premium Pupils :</b>	<b>123</b>	<b>SEND Pupils: 27</b>	

### Data and targets based on pupil baseline in September

Reading							Maths							Writing						
Yr gr p	Ex s Ks 1	GD s Ks 1	AW 20 EX S	Aw2 0 GDS	Targ et EXS	Targ et GDS	Yr gr p	Ex s Ks 1	GD s Ks 1	AW 20 EX S	Aw2 0 GDS	Targ et EXS	Targ et GDS	Yr gr p	Ex s Ks 1	GD s Ks 1	AW 20 EX S	Aw2 0 GDS	Targ et EXS	Targ et GDS
3	77%	22%	31%	4%	70%		3	71%	9%	37%	4%	78%		3	66%	4%	tbc			
4	80%	34%	48%	21%	77%	28%	4	77%	20%	72%	35%	80%	20%	4	72%	16%	tbc			
5	85%	28%	70%	48%	85%	29%	5	82%	18%	67%	38%	82%	18%	5	77%	14%	tbc			
6	81%	25%	69%	33%	81%	33%	6	82%	17%	74%	47%	85%	29%*	6	77%	20%	tbc			

\*Based on GDS end yr 3 for reliability

### Key Priorities

1. Quality of teaching in core subjects to be a primary focus throughout the school using existing models to scaffold and support pupils through everyday great teaching.
2. Enhanced CPD opportunities to ensure teachers have skills and consistency in delivering the curriculum.
3. Focus on writing assessment and moderation to ensure consistency and improvement throughout the school.
4. Focus on improving reading for pleasure throughout the school.
5. Targeted support in maths through extra maths tuition.

*This document should be viewed with the school Catch up commitment which details our priorities for the year along with our Pupil Premium Funding Strategy*

## **Purpose of spend**

The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible. Many of the teaching models we already use such as White Rose Maths, Jane Considine Writing and Reading Vipers focus on high quality teaching for all. The catch up premium will be spent to either further develop what we have on offer through CPD and training or add to our existing offer through either tailored tutoring or whole school incentives such as Accelerated Reader.

## **What children need**

As per the EEF guidance, provision is based on the following model of : Supporting great teaching for **all** pupils, Specific targeted academic support for **some** pupils, Support for wider strategies within the wellbeing and pastoral team to support pupil and family engagement within school.

For all pupils there will be a focus on :

- Supporting great teaching – this has been shown to have the biggest impact on all pupils achievements.
- Focus on getting reading, writing and maths back on track.
- Supporting parents and carers with the return to school.

For some children there will be a focus on:

- Additional support and focus on reading/ maths or writing. This will be targeted where required and is part of the ongoing provision for pupils in school. With the exception of maths these strategies will not be funded from the Catch up funding as this is something already considered within the school budgets. In maths, specific children will be targeted who would benefit from tutoring to ensure that the gap does not grow, there will be a focus on disadvantaged pupils primarily in years 3 and 6.
- Additional pastoral support for families through a family program.

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed?	Cost	Evaluation of impact
<b>Supporting great teaching</b>			
<p><b><u>Enhanced CPD Training :</u></b></p> <ul style="list-style-type: none"> <li>Implementing whole school CPD training for the “Write stuff” Jane Considine for all Teachers and TA’s to improve the quality and consistency of writing throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of pupils work in the autumn term compared to the end of the school year will evidence improvements in outcome, especially for lower attaining/ PP pupils.</li> <li>Evidence that pupils are able to write more independently throughout the school -editing and improving their writing to a higher standard.</li> <li>Moderation of writing across the school evidences high quality outcomes and consistency in teaching of the writing model.</li> </ul>	<p>£1300 (training course)</p> <p>Paid time for teachers 10 hours CPD £4800</p>	
<p><b><u>Enhanced CPD Training:</u></b></p> <ul style="list-style-type: none"> <li>Maths White Rose training – full training program with opportunity to revisit and complete modules for Teachers new to teaching White Rose and for TA’s to support pupils work in class</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of TA’s supporting with the effective use of models to aid whole class teaching.</li> <li>Evidence of TA’s working with targeted groups of pupils to improve pupil outcomes.</li> <li>Evidence of clear and consistent use of models and explanations throughout the school</li> </ul>	<p>Cost of White Rose training £500</p> <p>Paid time for TAs (2 hours per week) @20 weeks. £6000</p>	

<p><b><u>Focus on whole class feedback and improving the quality of this .</u></b></p> <ul style="list-style-type: none"> <li>• Introduction of visualisers in each classroom to support effective whole class marking and feedback. Evidence suggests that effective feedback has a significant impact on pupil progress. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/#effectiveness">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/#effectiveness</a></li> <li>• Provide teachers with support to give high quality assessment and build on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD and training around whole class feedback.</li> <li>• Evidence of clear and effective feedback used as whole class/ group with examples of pupil work. (Observation)</li> <li>• Pupil voice survey on feedback and next steps.</li> <li>• CPD evidencing targeted support for feedback and assessment.</li> </ul>	<p>Cost of visualisers per classroom. £1000</p>	
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### Focus on improving Reading throughout the school

<ul style="list-style-type: none"> <li>• Introduction of Accelerated reader program for the benefit of all pupils to ensure a great focus on reading for pleasure and support reading at home</li> </ul>	<ul style="list-style-type: none"> <li>• Clear evidence showing an improvement in reading ages for all pupils, with a specific focus on lower attaining pupils.</li> <li>• Data driven evidence of the impact of AR in improving pupil attainment in reading.</li> <li>• Data to evidence improvement in the regularity of pupils reading for pleasure.</li> <li>• Data of evidence in improvement in of pupils understanding of texts through successful completion of quizzes.</li> </ul>	<p>£10500 cost of program</p>	
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<ul style="list-style-type: none"> <li>Focus on greater frequency and quality of whole class teaching of reading to give all pupils greater opportunity for cultural capital and contextual knowledge.</li> <li>Greater focus on supporting understanding high level vocabulary through explicitly teaching of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence that gap in pupil's attainment in reading does not widen (pp and all).</li> <li>Evidence that PP pupils progress in reading improves.</li> </ul>	No cost - embedded within teaching throughout the school.	
<b>Additional targeted support and focus on maths</b>			
<ul style="list-style-type: none"> <li>Individual Maths Tuition guided by the school for use in year groups 3 &amp; 6 , linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Utilise 15 places subsidised NTP, adding an additional 10 places in year 6 and year 3 to support pupils who need it most (specific targeting of PP/ disadvantaged pupils.)</li> </ul> <p><i>(Spending to be reviewed based on the first round of information)</i></p>	<ul style="list-style-type: none"> <li>Data based evidence of improvement in understanding of concepts.</li> <li>Direct impact of tuition evidence in assessment through SATS test.</li> </ul>	£9000	To be evaluated after first round of spending so that effectiveness of tuition can be assessed.
<b>Supporting parents and carers</b>			
<ul style="list-style-type: none"> <li>Implementation of the Jigsaw family program to support parents of vulnerable and disadvantaged pupils.</li> </ul>		£1500 cost	
<b>Total Cost : £34,600</b>			