|  |  |  |  |
| --- | --- | --- | --- |
| **Catch Up Strategy Statement** | | | |
| **Summary information** | | | |
| **School** | **Wembley Primary Schoo**l | | |
| **Academic Year** | 2020-2021 | **Total number of pupils on roll** | 849 |
| **Date of Strategy** | October 1st 2020 | **Total Catch Up budget** | 800 x 80 = £64000  4 x £16000  Autumn 1 received October 2020 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | | | |
|  | **Number of Pupils identified for Catch up Targeted Support** | | | **Number of pupils eligible for PP and Catch Up Targeted Support** | | |  | **Number of Pupils identified for Catch up Targeted Support** | | | **Number of pupils eligible for PP and Catch Up Targeted Support** | | |
| **Y1** | **Reading**  **38** | **Writing**  **62** | **Maths**  **51** | **Reading**  **10** | **Writing**  **9** | **Maths**  **9** | **Y4** | **Reading**  **23** | **Writing**  **21** | **Maths**  **22** | **Reading**  **4** | **Writing**  **3** | **Maths**  **4** |
| **Y2** | **Reading**  **48** | **Writing**  **56** | **Maths**  **50** | **Reading**  **9** | **Writing**  **9** | **Maths**  **9** | **Y5** | **Reading**  **22** | **Writing**  **22** | **Maths**  **20** | **Reading**  **4** | **Writing**  **6** | **Maths**  **4** |
| **Y3** | **Reading**  **23** | **Writing**  **19** | **Maths**  **16** | **Reading**  **4** | **Writing**  **4** | **Maths**  **4** | **Y6** | **Reading**  **19** | **Writing**  **23** | **Maths**  **27** | **Reading**  **5** | **Writing**  **10** | **Maths**  **11** |

|  |  |
| --- | --- |
| **In-school barriers to be addressed by Catch Up Funding Informed by baseline assessments** | |
|  | *Fluency in maths.*  Specific content has been missed, leading to gaps in the sequence of learning. Fluency in maths is a particular concern and an area that will be targeted. Factual recall and an ability to apply knowledge to different concepts.  *Problem Solving and Reasoning*  Pupils are struggling to apply their knowledge of fractions, decimals and percentages into using and applying questions, or where they must explain an answer. This was highlighted in a diagnostic analysis from teachers and will be shared with HLTA for interventions and 1:1 tutors from Third Space Learning.  *Statistics*  Retrieving information and analysing data are areas that children in year 4, in particular, have difficulties with. |
|  | *Writing*  *Phonic knowledge – Y*ear 2 missed the PSC usually taken in Year 1. 88% EAL codes A-C with little English spoken at home. Interventions and additional whole class sessions in place to close gaps in learning. In Year 3, 18 pupils were due to retake the PSC in June. There have also been an additional 6 new arrivals with no UK schooling. Phonics and reading interventions in place for identified pupils.  *Sentence structure and coherence –* Consolidation of Year 1 objectives needed for composition and SPAG gaps. PKS objectives being taught alongside Year 1 & 2 objectives in both year 2 & 3.  *Coherence –* Writing in Y2 and some Y3 pupils is a concern in terms of coherence. Sentences do not flow and ideas are not sequenced.  *Y6 – pupils understanding of effective cohesion, linked to audience and purpose, needs explicit teaching and focus with key pupils. This is centred around using challenging vocabulary in the correct context, effective grammatical and sentence structures and using a range of cohesive devices. Pupils need explicit teaching of the difference between proof-reading and editing for improvement – aiming for the objectives needed at national and greater depth standards.*  *Use of the exemplification materials to assist and moderate writing.*  In year 4, the children need further help with progressively building a varied and rich vocabulary and an increasing range of sentence structures. They lack confidence in using the correct language in the correct format, within a specified structure. In narratives, although they are able to create settings and develop characters and plot, they need a lot of scaffolding in order to achieve this. Linking ideas between paragraphs is also an area that needs further consolidation. |
|  | *Reading*  *Phonic knowledge – Y*ear 2 missed the PSC usually taken in Year 1. 88% EAL codes A-C with little English spoken at home. Interventions and additional whole class sessions in place to close gaps in learning. In Year 3, 18 pupils were due to retake the PSC in June. There have also been an additional 6 new arrivals with no UK schooling. Phonics and reading interventions in place for identified pupils.  *Comprehension – Inference, vocabulary, deduction skills have been missed leading to gaps in learning. Whole class reading & comprehension sessions with a focus on key reading strategies are in place.*  *Year 4-* There are ten children who still need extra support in phonics, primarily due to coming into the school with little or no English. Within their reading the children need to develop the skills of being able to independently, discuss their understanding of the text, and explain the meaning of words in context. This is linked in with their writing. Justifying inferences by using evidence is an area where more work is required. |
|  | *CPD*  *RQT missed a term therefore needing additional support to consolidate key teaching and learning skills.*  *Staff training to enable our Remote Learning Policy to become confident practice.* |
| **External barriers to be addressed by Catch Up Funding (Tier 3)** | |
|  | *Access to Devices Not all children and families have access to a device. Some families have only one device to share between children. There are also families without internet access.* |
|  | *Attendance. Some families are concerned about the pandemic and their child attending school.* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Planned actions and expenditure** | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| **Tier 1: Teaching and Whole School Strategies:** Teir 1 (EEF Guide a tiered approach) | | | | | |
| **Key Actions** | **Staff Lead** | **Monitoring** | **Success Criteria** | | **Cost** |
| **To provide effective CPD**  **Remote Learning**-Google Classroom, how to film learning effectively to support children’s learning.  **Learning and Teaching strategies**. clear explanations, scaffolding and feedback-Rosenshein  Meta-cognition, retrieval  The CPD Plan includes up front training and follow on support.  Coaching continues to be a central part of our CPD offer. | **SLT**  **KA-SIP Group** | SLT to monitor remote learning offer.  Coaching lesson studies, book looks, drop ins | Our remote learning is of high quality and therefore supports children in making progress in learning when self-isolating  High quality teaching | | **Google Classroom £1500** |
| Baseline assessments for all year groups  GL Assessments in Years 4,5 & 6-targeted diagnostic assessments | SB |  | All Teachers are clear regarding any gaps in learning | | £5600 |
| Children to receive training on Google Classroom. | EH Computing Lead | Engagement in Google Classroom-weekly reports | Children are confident in using Google as a platform for home/remote learning | |  |
|  |  |  |  | |  |
|  | | | **Total budgeted cost** | | £7100 |
| **Tier 2: Targeted support:** To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil.  ‘The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils’  We have put in place high quality, structured interventions. | | | | | |
| **Key Actions** | **Staff Lead** | **Monitoring** | **Success Criteria** | **Cost** | |
| Nuffield Early Language Programme  Early years-to develop children’s vocabulary, listening and narrative skills, phonological awareness and early letter-sound knowledge  Programme  20 pupils (2, 30mins group sessions plus 3, 1:1 15mins sessions a week for 20 weeks) | DP | DP with the Nuffield Early Language Intervention  Daily tracker, liaison with class teacher and TA | To develop children’s Oral Language Skills and early literacy skills. | Training/provision  £2000 | |
| Y2 – Connex Education (Maths)-National Tutoring Programme  45 pupils identified | KKM | Liaison with tutor, Class Teacher  Target Tracker  Online Tutor Data | Children make accelerated progress in Maths and achieve at least targets | £ 2754  (£61.25 per pupil) | |
| Y2 – FFT (reading) -National Tutoring Programme  24 pupils identified | KKM | Liaison with tutor, Class Teacher  Reading Band Tracker  Benchmarking | Children make accelerated progress in Maths and achieve at least targets | £1300  (£55.00 per pupil) | |
| Y2 Phonics Intervention – Daily  19 pupils identified | KKM/HLTA/  Class Teacher/ Phonics Lead | Phonics Tracker (Every 3 wks)  Liaison with Class Teacher | Children make accelerated progress in Maths and achieve at least targets |  | |
| Y2 Reading Intervention (1:1/Small group) 2-3x pw  10 pupils identified | KKM/HLTA/ Class Teacher | Reading Band Tracker  Benchmarking  Liaison with Class Teacher | Children make accelerated progress in Maths and achieve at least targets |  | |
| Y4 Reading interventions- in small groups. 16 children identified. Twice weekly sessions. | SB/HLTA | Benchmarking has taken place and children are monitored on a regular basis.  SLT monitoring reading records  Data entered on reading band tracking document | Children will be able to make accelerated progress, from their start point in September and achieve their target at least. |  | |
| Y4 maths intervention – in small groups on at least a weekly basis | SB/HLTA | Benchmarking has taken place through initial assessments (GL) and areas identified, in consultation with the class teacher, as particular focuses. | Children will demonstrate their increased confidence in the identified areas. |  | |
| Y6 and Y5 Maths Tuition Third Space Learning  40 pupils for 2 terms (24 weeks) | KA/  Class teachers | Following each session, summary provided on learning objectives covered.  Diagnostic assessment completed at the start of programme and shared with class teachers/AHT  Children sit pre- and post-intervention diagnostic tests enabling us to clearly map progress across the term. | Pupils show a solid understanding of the learned concept at the end of each session.  Raised confidence in tackling maths problems. | ½ X £220 per pupil per term - 20 pupils ½ X £55 per pupil per term - 20 pupils **Total £11,000**  £5,500 per term,  £11.46 per pupil, per session. | |
| Y6 Writing Conferencing | Y6 class teachers/  KA | Book looks will demonstrate impact and progress on writing pieces taught previously or currently | Writing will demonstrate the language and sentence structures needed for audience and purpose  Writing will show effective cohesion – using a range of devices | £200 per release day for teachers.  2 x release day per teacher  Total: £1600 | |
|  | | | **Total budgeted cost** | £18,654 | |
| **Tier 3: Wider Strategies** (Addressing Barriers *E and F*) | | | | | |
| **Key Actions** | **Staff Lead** | **Monitoring** | **Success Criteria** | **Cost** | |
| *Ensuring access to technology is key, particularly for disadvantaged pupils-EEF*  Provision of Devices  *An audit has been completed so that we can immediately make a device accessible to a child.*  *11 DfE Devices*  *15 School Devices* | ATK & SLT | Engagement of children in the remote/home learning | All children who are self-isolating are able to access a device/internet hotspot to enable them to complete remote learning online. | £6000 | |
| Attendance  To closely monitor attendance  To telephone families where there are concerns  To keep families informed-to make the RA available on our website | ATK/Attendance Officer SS | Weekly review of attendance | All children who are able to attend school (not self-isolating/unwell) attend school in line with government guidance |  | |
|  |  |  |  |  | |
|  | | | **Total budgeted cost** | £6000 | |
|  | | | **Overall Cost** | £31, 754 | |

|  |
| --- |
| **Additional detail** |
| information which you have used to inform the statement above.  The EEF Guide to supporting Planning: A Tiered Approach to 2020-2021   1. Teaching 2. Targeted Academic Support 3. Wider Strategies |