



# Stoke Damerel Primary Academy

## Summary of Catch-Up Strategy

School information			
<b>School</b>	Stoke Damerel Primary Academy		
<b>Academic Year</b>	2021-2022	<b>Catch-Up Funding Received 2021-22</b> £17,714 <b>School Led Tuition Grant - £9,922.50</b>	<b>£13,340</b> Carry forward from 2020-21 - £4,374 <b>Total - £17,714</b>
<b>Total number of pupils</b>	404 – January update	<b>% Disadvantaged Pupils</b>	33% of cohort 131 pupil premium which includes 16 service children

Contextual Information (if any)
<p>The school ‘caught up’ well last academic year, particularly in Key Stage 2. There are some gaps due to lost learning, particularly in maths fundamentals and writing. The younger children in the school are further behind in their learning as they have lost a greater percentage of their time in school.</p> <p>Although 33% of pupils are disadvantaged, we are aware that our school community is in the bottom quartile in terms of deprivation. Running alongside our focus to support PPG pupils in the catch-up strategy, will be a commitment to supporting these families through our wider strategies.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
<b>1</b>	A whole-school CPD focus to ensure a consistently high standard of practice every day as we know quality first teaching will have the biggest impact on pupils ‘catching up’ and achieving well over time. All teaching staff will complete a programme of CPD based on the Master Teacher Standards which forms our Stoke Damerel Framework for Excellence, this will include lesson study in the Spring term
<b>2</b>	To carry out an in-depth analysis of baseline and summative assessments and a pupil voice in order to plan an effective programme of intervention in which we will ensure spending of the additional funding is well considered and impactful and meets the needs of pupils and parents
<b>3</b>	Specific catch up needs identified from our start of year baseline assessment include <ul style="list-style-type: none"> <li>• Year 6 catch up – lower attainment in mathematics</li> </ul>

	<ul style="list-style-type: none"> <li>Year 1, 2 and 3 show a significant drop in attainment, particularly in writing in all subject areas.</li> <li>Spelling outcomes were a particular issue in Key Stage 2</li> </ul> <p>The children who require catch up will be identified during October performance management meetings <i>Review of support and intervention following each termly summative assessment cycle</i></p>
4	Children with specific barriers to learning will receive focused, individualised support to catch up and maintain progress
5	Develop homework and virtual learning for children isolating due to Covid-19 in order that pupils at home are accessing consistent learning and to ensure the school is fully prepared for further possible closures. Focus on core fluency skills in reading, maths and times tables

### Summary of Expected Outcomes *(what you are hoping to achieve)*

1	Developing teachers' pedagogy around quality first teaching with a focus on improved Early phonics teaching. This will be checked and verified through learning walks in the first half term and the monitoring plan and will be the focus for the Autumn term. This will be further developed through lesson study in the Spring term. Learning walks of RWI reading will take place every 2 weeks throughout the year.
2	Spring term assessment shows focus children making accelerated progress to reduce the gap experienced last academic year.
4	<p>We expect most pupils will catch up with quality first teaching and get to where they need to. Those that won't (based on an in-depth analysis of baseline and ongoing assessment) will fall into 3 groups; Pupils who need a boost to catch up on core reading and maths skills during the day and those that will need intensive, prolonged support both emotionally and cognitively. This is where we are going to spend our the majority of our catch up funding. This will be split between existing staff working additional hours as tutors for small groups in Years 5 and 6, and NTP tutors who will provide 1:1 tutoring for disadvantaged pupils. The specific expected outcomes are outlined below.</p> <ul style="list-style-type: none"> <li>Year 6 – children attain SATs targets in reading, writing, SPAG and maths by the end of the year</li> <li>Year 2 – children attain SATs targets in reading, writing, SPAG and maths by the end of the year. Phonics screening in December passed by 83%.</li> <li>Year 1 - 83% Year 1 pupils pass their phonics screening.</li> <li><i>Summer term</i> assessment shows all children who received tuition make string progress</li> <li>All children attain their end of year targets</li> </ul>
5	SEND pupils make the targeted progress against their IEP targets
6	Pupils self-isolating are receiving quality first teaching with objectives in line with the learning taking place in the classroom. Parents are confident and able to access this and have appropriate devices for their children to use at home.

### Strand 1: Teaching and whole-school strategies (Supporting great teaching, pupil assessment and feedback, transition support)

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
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<p>Autumn term CPD – The Stoke Damerel Excellence Framework and consistency standards and RWI training for support staff</p> <p><i>Spring Term CPD – Lesson study focused on the Excellence standards</i></p> <p><i>Continued monitoring for consistency of RWI teaching</i></p> <p><i>Action the OFSTED priorities around curriculum development and increased expectations</i></p> <p><i>Summer Term CPD – Action the OFSTED priorities around curriculum development and increased expectations</i></p>	All	<p>Teacher pedagogy improves</p> <p>Teaching of RWI by teachers and Teaching Assistants improves</p>	Phase and core subject leads	<p>1<sup>st</sup> half term – 4 x learning walk</p> <p>Half termly obs and book looks</p> <p>Spring / Summer Term – teacher and Teaching assistant training using the RWI learning platform</p> <p>Spring term Maths training</p>		<p>£2,000</p> <p>£700</p>
Year 6 – 2.6 class teachers and 0.5 HLTA. Morning – small class groups. Provision of additional streamed arithmetic/maths , reading and focused catch up in the	All	Accelerated progress,	AB	Pupil progress meetings / Year 6 test analysis	£35,000	
Year 5 – 3 class teachers and 0.5 HLTA. Morning – small class groups. Emotional and SEND support as needed. Potential boost sessions PM	All	Accelerated progress,	AB	Pupil progress meetings / Year 5 test analysis	£49,600	
Y1 – 6 – Additional afternoon short spelling sessions	All	Accelerated progress	NT	Monitoring through pupil progress meeting and monitoring of		

Y1 – 3 Maths fluency through the NCETM project Y4 – 6 Introduce maths fluency afternoon sessions – CPD focus through maths consultant	All	Accelerated reading progress	FB	Monitoring through pupil progress meeting and monitoring of reading books	£400	
Assessment / PM meetings / No more marking to improve moderation of writing	All	Accurate assessment to support targeting catch up	SS/ AB	Impact of intervention Pupil prog meetings		£600
SEND transition program	43 pupils		IE			
<b>Cost</b>					£85,000	£3,300

**Strand 2: Targeted support** (1:1 and small group tuition, intervention programmes, extended school time (before and after school interventions))

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
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<p>Children in Y6 Teacher led tuition through the school led tuition grant once a week to ensure they are secondary school ready 2 teachers – 17 days in total</p> <p>Children in Year 1 and 2 Teacher led tuition through the school led tuition grant once a week to ensure they catch up their literacy and phonics skills that were impacted by pandemic closure 1 teachers – 27 days in total</p>		<p>By the end of Summer 2022, these pupils PIRA/PUMA scores will be in line with those prior to lock-down and the gap between disadvantaged and non-disadvantaged across the school will have closed</p> <p>By Summer term key children to attain their target outcomes</p>	SS / AB			Total £3,302	
<p>Phase 1 - National Tuition program 1:3 for disadvantaged / WTS pupils in Y2 – 6 not accessing teacher tuition Provision for 15 weeks for 63 pupils @ £256.50 per session Provision for online tuition for 6 pupils at 1:2 ratio</p>	Y3 – 6 – maintain during lock down		SS / AB / NT			£6,327	
<p>Phase 2 - National Tuition program 1:3 for falling behind pupils in Y4 and 5 Provision for 15 weeks for 24 pupils @ £256.50 per session</p>	Disadvantaged and low achieving pupils		SS			£2,052	
					<b>Cost</b>	0	£11,681

**Strand 3: Wider Strategies** (Supporting parents and carers, access to technology, holiday support)

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Mathletics Y2 - 6 / Reading Egg- whole school– New virtual learning platforms to support maths and reading teaching and develop children’s fundamental maths, reading and spelling skills – second year to reinforce and lock down – confirm	All	Improved outcomes in reading, spelling and maths	JA / JH	Monitoring engagement in learning through Mathletics, Reading Eggs		£2,800
Mathletics and Reading Eggs will be used as support for virtual learning along with the Oak academy lessons matched to our writing and maths curriculum. In the event of a child self-isolating will have a structured timetable of learning linked to the objectives being covered in school overseen and supported by the year group HLTA  1 hours a week x 6 HLTAs @£18 per hour (average salary with on costs) – Autumn and Spring term – 20 weeks	All	Pupils who are not able to be in school will not miss out on classroom learning and will have access to learning linked to the objectives being covered in school enabling them to continue to make progress and receive meaningful feedback from the year group HLTA		Teacher and HLTA will monitor levels of engagement from individual pupils and the HLTA will be able to mark work. Impact will also be evaluated when analysing data	£2,160	
Microsoft teams will be continue to be used as a online platform. In the event of complete bubble/school closure pupils will have access to current year group learning via slides, videos, live lessons and feedback through small group tutorials	All	Pupils who are not able to be in school will not miss out on classroom learning and will have access to real teaching enabling them to continue to make progress and receive meaningful feedback from their teacher		Class teachers will monitor levels of engagement from individual pupils and will be able to mark work. Impact will also be evaluated when analysing data		
<b>Cost</b>					£2,160	£2,800
<b>Total budget cost(£17,714)</b>					£87,160	£17,781

**Additional Information (if required)**

This plan has been reviewed in light of the second National Lockdown – changes in italics.

**Impact Assessment** *(Describe the impact of your strategies) use this form for informing LGB*

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Impact

**Summary of impact & next steps**

