



Catch Up Strategy Statement for Our Lady and St Benedict Catholic Academy

Summary information					
School	Our Lady and St Benedict Catholic Academy				
Academic Year	2020/21	Total Catch Up budget	£16560	Total number of pupils	205 (Reception to Y6)

Areas in which support will be required in relation to aiding Catch Up Recovery and future attainment

Barriers		Issues to be addressed in school
Welfare		
Safeguarding		Increased support for families at school level and Early Help following reduced involvement from other agencies as lock down has eased.
Mental health support		Impact of non - schooling over lockdown, including job losses, family hunger, changes in family circumstances, which includes increased social care involvement with some families and anxiety as a result of the pandemic.
Curriculum and assessment		
Disruption to teaching		Some children have not accessed schooling since the end of March 2020 and have not completed home learning. Mathematics, Writing and Phonics teaching was not always completed at home as parents were not skilled in delivering current methods used in teaching maths, spelling, punctuation and grammar (SPAG) and synthetic phonics. Electronic Remote learning needs to be developed including putting in place contingency plans for staff who are isolating, particularly those who are awaiting test appointments and results.
Assessment and reporting		No testing took place during the summer term whilst Government suspended national testing. During the Autumn term 2020, children will be assessed across the curriculum. By setting aside time to enable teachers to assess pupils' wellbeing and learning needs, we will be able to provide more effective support. For example, subject-specific assessments such as quizzes and multiple choice questions, might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or mathematics might be used to identify pupils who would benefit from additional catch-up

		<p>support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a key approach. Questions school will be asking itself include:</p> <ul style="list-style-type: none"> • What learning has been lost or misunderstood? • What new knowledge and experiences have been gained? • Should we re-teach that material to the whole group, or move on? • Where in the long term curriculum map could we reteach that material?
Gaps opened up by remote learning		<p>Gaps have been identified in phonics in EYFS and KS1 and Year 3, as well as in reading, writing, maths, SPAG across the school especially at greater depth. Children have also missed subject specific learning in RE, science and the foundation subjects which they would have met during the summer term.</p> <p>Vocabulary retention and comprehension has also been reduced.</p>
Transitioning all pupils back into working at school		<p>Many children need support to get back into the routines of school life especially the new routines linked to COVID safety measures. Stamina and resilience is low and most children are very tired before the end of the school day.</p>
People and resources		
Governance capacity		Governance at local and director level is good.
Leadership capacity		Our leadership team has been restructured to improve capacity and a senior leader is returning from maternity leave to further secure leadership capacity.
Financial		The school budget is balanced in line with government expectations
Recruitment and retention		Staffing capacity is currently secure.
Others		

Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Effective Quality First Teaching supported by evidence informed CPD for teachers and support staff is firmly embedded across the school	Outcomes at the end of EYFS, KS1 and KS2 and for phonics and the times table test show that all pupils (where appropriate) achieve Age Related Expectations.
B.	Targeted academic support is established and embedded across the school.	Gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school.

C.	Wider strategies to enhance children’s well being, cultural capital and attendance are used to address barriers to ensure success.	Curricular and extra-curricular activities support children learning to develop detailed knowledge and skills so that they achieve well. Attendance improves and is in line with national for all groups of children.
Planned expenditure		

Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective Quality First Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school.	<p>Support expert teaching by developing and sharing teaching strategies such as explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p> <p>Develop teacher subject knowledge across the curriculum where needed to enhance quality first teaching.</p> <p>Embed our revised reading strategy consistently across the school to improve progress in reading across the curriculum.</p> <p>Embed the teaching of Maths Mastery across the school leading to an improvement in the progress of Maths.</p> <p>Embed our broad, balanced and engaging curriculum across the</p>	<p>EEF COVID 19 support guide for schools and EEF guide to supporting school planning 2020 research documents indicate that this array of teaching strategies combined with good subject knowledge and knowledge of their pupils are the key components of high quality teaching and learning for all.</p> <p>EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other’s progress, progress can be improved up to 5 months.</p> <p>EEF guide to planning for schools 2020 recognises that formative assessment can</p>	<p>CPD is procured and undertaken by all teachers and support staff to reinforce and re-establish Quality First Teaching strategies.</p> <p>Monitoring shows that teaching across the school is consistent and at least good in all year groups.</p> <p>Work with the maths mastery programme and children’s outcomes show improved progress in maths.</p> <p>Monitoring and subject deep dives</p>	SLT	Each term through the school monitoring cycle.

	<p>school to enhance children's knowledge and skills.</p> <p>Develop the progressive teaching and application of vocabulary, linked as closely as possible to the curriculum, alongside the teaching of SPAG to aid progress and attainment across the curriculum.</p> <p>Use the 'What do I know' (WDIK) statements to accurately assess and plan for identified gaps in learning.</p> <p>Use formative and diagnostic assessment including open ended questioning, short answer quizzes and multiple choice questions to inform planning and delivery.</p>	<p>provide numerous opportunities to assess learning to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice.</p>	<p>using the 'WDIK' statements show the curriculum is embedding and children can talk knowledgably about their prior and current learning.</p> <p>Assessments and children's work show that vocabulary acquisition and application is improving.</p>		
Total budgeted cost: £					

Targeted Academic Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted academic support is established and embedded across the school.	<p>Use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> • Small group tuition for key knowledge and skills 	The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These	<p>Reviewing progress data for identified children.</p> <p>Monitoring shows that interventions are</p>	SLT	Regularly each term as part of the school monitoring schedule

	<ul style="list-style-type: none"> • One to one support for key knowledge and skills • Switch On Reading and Writing • Catch Up Maths • Language interventions in EYFS (Time to talk and NELI) which are regular, brief and maintained over a sustained period of time and delivered by well trained staff. <p>Use same-day in-class interventions for maths in particular.</p> <p>Use our well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <p>Use pre-teaching and effective feedback for identified children in key subject areas.</p> <p>Provide early bird or after school sessions to support learning and application for identified groups of children.</p>	<p>interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p>	<p>delivered effectively and children are well engaged with their learning.</p> <p>Lesson visits show that intervention learning is being applied in class.</p>		
Total budgeted cost: Additional staff to support targeted teaching including academic mentor and extra curricular learning £13025					

Wider Strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Wider strategies to enhance children's well being, cultural capital and attendance are used to address barriers to ensure success.</p>	<p>Use a range of experiences outside the classroom to enhance skills and learning Increase the number of devices which can be deployed to children without regular access to remote learning.</p> <p>Improve the internet speed to the school so that all children can learn how to access remote learning independently.</p> <p>Provide CPD support for staff to deliver effective remote learning which develops children's learning, motivation and confidence.</p> <p>Liaise with the Newman Education Welfare Officer to improve attendance for those children missing education.</p>	<p>Lockdown home learning uptake indicates that our children responded more effectively and remembered more when set practical learning tasks. EEF rapid assessment tool recognises that children can learn through remote teaching if: teaching quality is good, children have access to devices and know how to use the platforms for learning, peer interaction is available children supported to learn independently approaches which are best suited to the content they are teaching and the age of their pupils is considered.</p>	<p>Monitor acquisition and deployment of remote learning devices is meeting those children with the most need.</p> <p>Monitor effectiveness of CPD through remote learning experiences provided and pupil voice.</p>	<p>SLT Subject Leads</p>	<p>Regularly each term as part of the school monitoring schedule</p>
<p>Total budgeted cost:</p>					<p>ICT support £3535</p>

Provision for costing: On costs for academic mentor; internet upgrade; 30 tablets for remote learning; additional TA hours for before and after school provision.