

Catch Up Premium strategy

“Wise men never sit and wail their loss, but cheerily seek how to redress their harms,” William Shakespeare, Henry VI

Summary information						
School	The Whitchurch CE Federation					
Academic Years covered by statement	2020-21	Total Catch Up budget £80 for each pupil			£19 280 (NOR 241) Autumn £4820 £26 080. (NOR 326) Autumn £6520	
Total number of pupils	WIA – Spring 2020 census - 241 WJA – Spring 2020 census -328					
Publish Date	September 2020					
Baseline Pupil Performance Overview September 2020 Baseline						
Year Group	1	2	3	4	5	6
% achieving ARE in reading	46%	47%	63%	52%	45%	39%
% achieving ARE in writing	12%	50%	51%	52%	51%	26%
% achieving ARE in maths	39%	46%	45%	50%	42%	39%
% achieving expectations set in RWI phonics programme	48%	36%	68%	82%	N/A	N/A
Early Years Foundation Stage						
% achieving emerging 30-50m on entry (n) / 40-60m on entry (rec)	PSED	CL	PD	R	W	M
Nursery emerging 30-50m+ on entry	9%	5%	4%	9%	4%	13%
Reception emerging 40-60m+ on entry	65%	63%	65%	60%	59%	60%

Links to Federation strategic Development Plan		
Area	Intent	Impact
Quality of Education	To ensure any gaps in learning that have arisen as a result of school closure during Covid-19 response are identified and gaps analysis data is used effectively to identify areas of development and modify curriculum content as required. NB -Reference has been made to the Education Endowment Fund Covid-19 Response for Schools, Early Years Toolkit and Teaching and Learning Toolkit.	Recovery curriculum and Interventions / catch up programmes are pertinent to the needs of pupils and maximum impact can be seen in terms of progress and closing the gaps that have arisen during school closure period.
	To develop the use of digital technology as a teaching and learning tool for all pupils. <i>Reference has been made to the Education Endowment Fund Using Digital Technology to Improve Learning.</i>	The use of digital technologies will supplement and enhance teaching, particularly the ability to explain and model in a variety of ways. To improve the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Improve assessment and feedback, particularly in terms of speed and efficiency.

Priorities and support strategies based on THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21	
A	<p>Teaching</p> <ul style="list-style-type: none"> • Baseline on entry in Nursery indicates low levels of children are meeting age related expectations in all areas of learning. Reception baseline indicates communication and language, together with reading, writing and maths are focus areas. • Children across Key Stage One are significantly behind in all areas. Year 2 children are expected to take and pass the phonics screening check in Autumn Term 2020. • Children in Key Stage 2 have fallen behind in all areas, with gaps widening as children progress through Key Stage 2. • Access for all to online remote learning and pastoral and safeguarding support in the event of the closure of a cohort of children. <p><i>Nursery - teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.</i></p> <p><i>Reception - teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</i></p> <p><i>For pupils in Key Stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</i></p>

Curriculum

- Implementation of an initial recovery curriculum “Keep Believing”, re-establish classroom routines;
- Undertake an assessment of pupils’ starting points leading to addressing the gaps in their knowledge and skills and recover any learning loss (writing, maths, phonics, reading, vocabulary acquisition), focus on PSHE – Jigsaw / SEL – Anna Freud;
- Reviewing support both within school and activities at home.

Professional Development

- Focus on professional development for effective remote teaching and learning through the Purple Mash platform (2Simple professional development);
- Development of a Maths Mastery approach supported by external Mastery Specialists maths (White Rose Maths), PSHE / SEL (in-house);
- Develop whole-class reading approach (Pathways to Read) underpinned by clearly defined formative assessment practices;
- NELI (Nuffield Early Language Intervention) training for reception staff if successful application.

Pupil assessment and feedback

- Use of a range of diagnostic assessment and question analysis through PiRA, PUMA;
- Use on effective assessment using existing programmes - RWInc, Early Language assessments through NELI and Talk Boost / BPVS, Leuvens Scales, Jigsaw Resilience and Engagement Scale and Toolkit;
- “Pupil progress” meetings with HoS - use incremental coaching to ensure teachers are focused on closing gaps for disadvantaged pupils.

Remote Learning

- Review Home Learning offer to ensure an effective package of home learning focusing on basic skills first and foremost. (RWI, TT Rockstars, Readwriter, Athletics, Ten Town (EYFS));
- Improved use of Purple Mash (MiniMash in EYFS) as a platform and feedback is provided by teachers;
- Research EYFS / KS1 vocabulary reading / phonics / maths online learning platforms (e.g. Reading Eggs/Maths Seeds);
- Develop virtual teaching through recorded lessons focusing on key ideas and setting up the home learning with modelling, explanations and immediate feedback—sharing the metacognitive steps needed to complete a task. (On-going use of WRM, RWInc to support academy staff teaching);
- Introduce focus on independent practice (with prompts and keywords provided) and short quizzes – all opportunities to embed concepts in the long-term memory;
- Feedback on tasks given via through the online platform / home learning email;
- Access to technology – develop a strategy to introduce Apple technology across the Federation to develop remote education so that it is integrated into school curriculum planning: support remote learning and to facilitate access to online tuition or support. Arrange professional development to ensure the elements of effective teaching are present when planning learning, i.e., clear explanations, scaffolding, practice and feedback.

B Targeted Academic Support

- Across EYFS children will receive targeted intervention to support Communication and Language. (Early Talk Boost / NELI).
- Key Stage 1 children will receive additional phonics sessions, together with 1:1 booster phonics sessions.
- Across Key Stage 2 interventions will focus on addressing gaps in writing using Pathways to Write catch up units, phonics, maths and vocabulary acquisition.
- Whole class approached to address gaps in reading skills and mathematical concepts will be implemented.

High quality one to one and small group tuition

- Arrange targeted interventions / tuition gain lost learning led by teachers and support staff to support MHWB / SEL, Literacy, maths, phonics, vocabulary / communication & language;
- Specific focus on Year 2 and 6 pupils / disadvantaged pupils;
- Extended school time additional academic or pastoral support to pupils after school, including physical health;
- Same-day in-class intervention.

Teaching Assistants and targeted support

- Ensure support staff are deployed effectively to support in class and to deliver high quality interventions;
- Deliver training to support delivery (in-house or external) (Early) Talk Boost, NELI, Fresh Start, RWInc.

Targeted Groups

- Positive discrimination: expectation that all vulnerable/ pupil premium learners in school full-time, experiencing quality first teaching and support with follow-up;
- Vulnerable / pupil premium learners not in school receive graded support as indicated by rag rating system e.g. accessibility to a device, paper copies, extra phone calls to support learning and well-being, bespoke feedback;
- Planning for pupils with Special Educational Needs and Disabilities - Baseline assessment using PIVATS supported by SEN team;
- SENDCO meetings with teaching and support staff to discuss pupil's needs. Individual learning needs and personalised plans reviewed. Support with self-regulation/ scaffolding.

C Wider Strategies

- Programmes to support mental health and wellbeing through Jigsaw PSHE / REST will be implemented across the federation.
- Aim to maintain high levels of attendance (non-Covid related) as we progress through the autumn, spring and summer term.

Supporting pupils' social, emotional and behavioural needs / SEL curriculum

"Their minds and their futures are entrusted in our hands for a few brief years of childhood. We must do all in our power to serve them well."

Pugh, Contemporary Issues in Early Years, 1996

- Continue to implement Jigsaw PSHE scheme, include recovery curriculum element;
- Daily mindfulness activities;
- Daily yoga activities (initially);
- Universal introduction of Jigsaw REST programme leading to targeted intervention after 6 weeks' block;
- Anna Freud resources to support mental health and emotional well-being through whole class circle time – based on Professor Barry Carpenter's 5 Levers of Recovery;
- Pastoral / ELSA staff provide small group and 1:1 support self-awareness, self-management and social skills;
- Lego therapy where appropriate;
- Safe Spaces available to targeted children throughout the day;
- Breakfast Club for targeted children;
- Appointment of Mental Health & Well-Being Leads across the Federation – ongoing support;
- Behaviour - revised Golden Rules introduced, reinforcing behaviour routines.

Communicating with and Supporting Parents

- Develop plan for regular communication by Heads of School;
- Audit communication with parents – respond accordingly;
- Ensure positive element, success is celebrated;
- Continue to develop Federation website / twitter feeds;
- Include support strategies for parents on website – reading, spelling;
- Share adobe spark overview on website – curriculum content;
- Family Support Worker on each site;
- Attendance followed up by admin on first day of absence, admin alert FSW of any vulnerable;
- Fortnightly attendance meetings with HoS, Admin (attendance staff) and FSW.

Intended Outcomes		Success Criteria
A	Most children achieve a Good Level of Development, with Academy outcomes continuing to be at least in line with those achieved nationally. (2018-2019 73% Academy, National 72%)	Moderation, monitoring and reflective practice throughout the year will inform next steps and the EYFS curriculum will be tailored to ensure all children maximise opportunities to achieve GLD.
B	At least 85% or more children will pass the phonics screening check in Y1 and Y2 by summer 2021. (2018-19 92% Academy, National 82%)	Ongoing, high quality whole class phonics teaching using Read, Write, Inc together with individual and small group intervention will ensure that the majority of children meet the expectations of the Year 1 phonics check (incl Year 2 children during 2020-2021).
C	<p>KS1 attainment targets of 78% reading, 71% writing, 78% maths</p> <p>A KS2 attainment target of 65% reading / 57% writing / 62% maths</p> <ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Reading (0) • Achieve national average progress scores in KS2 Writing (0) • Achieve national average progress scores in KS2 Maths (0) 	Quality First Teaching along with curriculum adaptations and intervention will be effectively delivered throughout the 2020-21 academic year.

Intended actions	Intended Outcome	Evidence / Rationale	Monitoring	Staff Lead	Review of implementation	Intended Expenditure	
<p>Teaching Curriculum</p> <ul style="list-style-type: none"> • To ensure consistently high quality teaching every day • Purchase Pathways to Read (P2R) scheme to complement Pathways to Write • Purchase quality texts allocated within the revised curriculum. • Purchase Pathways to Write Catch up programme to revisit Spring 2 and Summer term mastery keys during Autumn 1. • Implement revised WRM LTP for 2020-2021 to revisit summer term objectives during autumn 1. 	Consistent quality first teaching and focus on gaps in learning together with basic skills will result in rapid learning gains. Ensure continued rigour in the implementation of the revised curriculum and drivers.	<p>The EEF guide to supporting school planning: A tiered approach to 2020-21 page 8 states: <i>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'</i></p> <p>The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights seven distinct 'building blocks of success' including: "High quality teaching for all – emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring</p>	Pupil Progress Meetings Half Termly Y6 Termly other year groups	WIA SG ECox JS SS	October half term End of Autumn Term alongside data analysis and pupil progress meetings	<p>Infant Academy</p> <p>Pathways to Read £375</p> <p>Additional Texts £240</p> <p>Pathways to Write additional units £50</p> <p>Texts £110</p>	<p>Junior Academy</p> <p>Pathways to Read £1300</p> <p>Additional Texts £240</p> <p>Pathways to Write additional units £50</p> <p>Texts £145</p> <p>1735</p>

		<p>performance and sharing best practice.”</p> <p>The EEF Attainment Gap Report 2018 states: <i>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.”</i></p>					
<p>Professional Development</p> <ul style="list-style-type: none"> Support for new Y1 teacher to establish effective phonics teaching, 'in class' and home learning reading systems. Whole staff training (webinar The Literacy Company) to ensure a clear and sequential approach to the teaching of reading through P2R. Arrange CPD to support staff to use Purple Mash as platform for remote learning Attend SBMAT ICT webinar re use of Apple technology. Arrange Whole School INSET – 1-day Mental Health / 1-day Recovery Curriculum Arrange CPD to support Quality First Teaching of maths through White Rose. 	<p>Staff training and engagement in ongoing CPD</p> <p>CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all pupils</p>	<p>The EEF guide to supporting school planning: A tiered approach to 2020-21 page 14 states:</p> <p><i>‘Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development.’</i></p>	<p>CPD Provision Map Termly updates</p>	<p>SG SW SC</p>	<p>Ongoing throughout autumn and spring term</p>	<p>RWI £260</p> <p>WRM £495</p> <p>Pathways £87.50</p> <p>GBM Apple £0</p> <p>300 Wellbeing Training</p> <p>225 Drawing and Talking</p>	<p>WRM £495</p> <p>Pathways £87.50</p> <p>GBM Apple £0</p> <p>225 Drawing and Talking</p> <p>808</p>
<p>Pupil assessment and feedback</p> <ul style="list-style-type: none"> Complete assessment of learning gaps analysis as a result of Covid-19 closure. Include standardised assessments in English and maths, e.g., PIRA/PUMA, together with RWInc and AMM assessments to identify areas where 	<p>Effective formative and diagnostic assessment will be consistently used to inform future learning needs.</p>	<p>The EEF guide to supporting school planning: A tiered approach to 2020-21 page 10 states:</p> <p><i>‘High-quality assessment is essential to great teaching,</i></p>	<p>Pupil Progress Meetings Half Termly Y6 Termly other year groups</p>	<p>SG ECox JS SS SW EC</p>	<p>October half term End of Autumn Term alongside data analysis and pupil</p>	<p>PIRA / PUMA £2520</p>	<p>PIRA / PUMA £3780</p>

	<p>pupils are likely to require additional support.</p> <ul style="list-style-type: none"> Purchase MARK to support identification of specific gaps analysis and further identified intervention 	<p>Retrieval practice / strategies will support both assessment and retention of long term knowledge. Systematic and consistent delivery of phonics through EYFS and KS1. Any children not making expected progress by Christmas will be identified for further intervention into Spring term.</p>	<p><i>helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover any learning loss.'</i></p> <p><i>"Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by head teachers, both primary (32%) and secondary (43%), to support disadvantaged students when schools reopen for all pupils" TeacherTapp, May 2020</i></p>	<p>Provision Maps – all year groups</p>	<p>KW</p>	<p>progress meetings</p>		
	<p>Remote Learning</p> <ul style="list-style-type: none"> Create flow charts for actions in event of cohort closure. Develop remote learning and virtual teaching provision through Purple Mash Ensure staff are providing feedback through PurpleMash platform Consult with GBM re capability of IT infrastructure: Review use of digital technology by visiting / liaising with academies already adopting ipad approach Agree phased implementation and initial and on-going financial implications Review budget position and create business plan detailing clear rationale / impact for Trust Board Arrange CPD for staff – initial and on-going Agree introduction to pupils (and parents) to ensure effective use Seek impact in respect of engagement, attainment, pupil/staff and parent voice. 	<p>Through PurpleMash and implementation of ipad strategy, children will have access to resources to support remote learning.</p>	<p>The EEF guide to supporting school planning: A tiered approach to 2020-21 page 12 states:</p> <p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.</p>	<p>SW to lead and monitor implementation of remote learning. ECox/JS/SS/EC/KW to ensure remote learning policy is followed for phase / year group. Regular monitoring in line with cohort closures.</p> <p>JS/CH/NA to lead on Apple implement</p>	<p>SW</p> <p>ECox JS SS EC KW</p> <p>JS CH NA</p>	<p>Ongoing through autumn term</p> <p>Apple technology ongoing for full implementation by summer term 2021</p>	<p>Purple Mash £1316</p> <p>RWI OUP Online £214</p> <p>TTR £95</p> <p>Apple ipads £9183 plus ancillaries £3715.50</p> <p>Pathways – Home Learning packages £200</p>	<p>Purple Mash £3413</p> <p>TTR £170</p> <p>Apple ipads £44 304.55 Ancillaries £8621.50</p> <p>Pathways – Home Learning packages £200</p>

	<ul style="list-style-type: none"> Explore learning platforms to support home learning particularly EYFS / KS1 vocabulary / reading / maths 			<p>ation programme ongoing throughout Autumn/Spring full implementation by summer 2021</p> <p>Parent / Pupil questionnaires</p> <p>Engagement in remote learning</p>				
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	<p>Targeted Academic Support</p> <ul style="list-style-type: none"> Plan targeted small group Purple Mash / Mathletics / Readwriter activities to support gaps and offer after school / lunchtime club to pupils who need additional input / access support. Plan targeted catch up small group intervention before, during and after school x 4 days utilising staff additional hours due as a result of Friday pm closure. (Maths / Reading – Rising Stars Shine / RWInc / Talk Boost/Jigsaw Rest Toolkit). Register for NELI through DfE Utilise (Early) Talk Boost / KS1 / KS2 Talk Boost intervention Purchase Pathways to Progress – intervention Y5/6 and Y1/2 Reception staff and children engage in NELI (Nuffield Early Language Intervention). 	<p>Reception staff will access CPD and resources to support the delivery of NELI across EYFS.</p>	<p>The EEF guide to supporting school planning: A tiered approach to 2020-21 page 15 states: <i>'High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps.'</i></p> <p>Research from EEF states that, on average, reading & oral language comprehension approaches improve learning by an additional five months'</p>	<p>Pupil Progress Meetings Half Termly Y6 Termly other year groups Provision Maps – all year groups</p> <p>Ongoing assessments throughout an intervention / term to track progress and support next steps</p>	<p>SG ECox JS SS</p> <p>SW EC KW</p>	<p>October half term End of Autumn Term alongside data analysis and pupil progress meetings</p> <p>NELI summer term 2021</p>		<p>Shine Maths is £250/ Shine Reading £250 Talk Boost KS2 Intervention Pack £500 Pathways to Progress £200</p>
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			<p>progress over the course of a school year.</p> <p>Both John Hattie and EEF state that phonics instruction has an overwhelmingly positive impact upon learning (+4 months). Ofsted report on PP 2014 suggests that the "effective deployment of teaching staff was seen as vital in raising standards among disadvantaged pupils, with the best teachers working with those who needed most support, and using teaching assistants to support pupils' learning". Evidence demonstrates effectiveness of approach e.g. Visible Learning by John Hattie. The Education Endowment Foundation (EEF) shows that on average, intervention by teaching assistants can have an impact of +5 months' progress for 1:1 tuition and +4 months' progress small Group tuition.</p>					
	<p>Wider Strategies</p> <ul style="list-style-type: none"> Plan mental health and well-being programmes for all pupils using Jigsaw REST programme, ELSA activities and Jigsaw Recovery curriculum. https://www.mentallyhealthyschools.org.uk/ resources. To deliver a comprehensive programme of targeted and universal support to address any needs derived from social, emotional and mental health which impact on learning. Introduce Breakfast Club – staffed by ELSA / pastoral staff to support SEL of targeted children Communication and support for parents Attendance will be monitored and early intervention maximised through EWO SLA. 	<p>Mental health and well-being will be a key focus across each academy.</p> <p>Absence will be directly and sensitively explored.</p> <p>Targeted vulnerable children will be supported through before school intervention.</p> <p>Parents will feel that the academies are</p>	<p>To build positive home school relationships and maximise parental support for learning. Small group tuition, especially based upon social and emotional aspects of learning, has a +4 months' impact on educational outcomes for learners based upon EEF research.</p> <p>EEF states that: <i>'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.'</i></p>	<p>Mental Health Leads to monitor impact of REST programme</p> <p>Pupil / Parent / Staff questionnaires</p> <p>Clear parental communication including parent consultation evenings to ensure key messages are clear, concise and</p>	<p>Mental Health Leads</p> <p>SG SW</p>	<p>Ongoing</p> <p>Parent / Pupil / Staff Survey Autumn / Spring Term</p> <p>Fortnightly Attendance Meetings</p>	<p>Jigsaw REST programme £50</p> <p>G2BG resources £300</p>	<p>Jigsaw REST programme £50</p>

		safe places for children and attendance is high.	EEF evidence suggests that parental involvement can lead to +3 months' progress. The EEF guide to supporting school planning: A tiered approach to 2020-21 page 19 Schools will be deploying a range of wider strategies to support their pupils in the upcoming academic year with creativity and commitment. With new challenges attending social distancing measures, for example, school leaders will continue to be flexible and will need to adapt their planning appropriately.	understood by the community.				
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	Total				WIA £19736	WJA £11 356 plus contribution to £52 926 Ipad investment		
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