

Pupil 'Catch Up' Strategy Statement

Mission Statement

'St Marys is a place of educational excellence with Christ at its centre.'

'For nothing will be impossible with God'

Luke 1 v37

School overview:

The National Curriculum has been redefined to meet the needs of the children that attend St Marys Catholic Primary School. Our school curriculum is a key factor in pupil's enjoyment of school and drives their achievements and success. Throughout our curriculum are our Golden threads that address the gaps in children's knowledge and understanding as a result of the pandemic. Using the school curriculum approach we use the Golden threads to drive the child forward and create a culturally aware, resilient, independent, child with endless possibilities for the future.

Catch up Golden Threads:

Resilience - *The children will show a capacity to recover quickly, become absorbed in what they do and keep on going in the face of difficulties and challenging circumstances.*

Independence - *To strive to complete work and challenges independently to the best of the children's ability.*

Wellbeing - *To recognize positive states of mind and how this can tend to your physical and mental wellbeing.*

Ofsted Framework definition:

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

	Data
School name	St Mary's Catholic Primary School ALW
Pupils in school	79
Proportion of disadvantaged	10.1%
Proportion of SEND	7.5% (on reg, non EHCP)
Proportion of EHCP	2.5%
Catch up allocation 2020 - 2021	£6,320
Publish date	15/07/21
Review date	July 2022
Statement authorised by	L Concannon
Chair of Governors	Rebecca Iley

Strategy aims for disadvantaged pupils:

Measure	Activity
Objective 1	Reading and Oracy development. Oracy - <i>To have high levels of Oracy, to draw on a wide vocabulary to debate. To express yourself clearly, communicate with others and articulate your thoughts so that they make sense to others.</i>
Objective 2	Focus tuition from 'The National Tutoring Programme' to address gaps in writing and maths in order to ensure they make 2- 3 levels of progress. To book assessments for those children not progressing despite intervention and support e.g. dyslexia assessments.
Barriers to learning	Social + emotional concerns which impact on learning. Wider reading opportunities. Attendance issues. Wellbeing - <i>To recognize positive states of mind and how this can tend to your physical and mental wellbeing.</i>
Projected spending	£2020 (Tuition sessions and assessments)

Teaching priorities for current academic year:

Aim	Target	Target date
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Progress in Reading	Achieve national average or above in every class 80% - 90%. Pupils achieve their expected predicted outcomes by the end of the academic year 2021 – 2022.	Sept 22
Progress in Writing	Achieve national average or above in every class 70% - 80%. Pupils achieve their expected predicted outcomes by the end of the academic year 2021 – 2022.	Sept 22
Progress in Maths	Achieve national average or above in every class 70% - 85%. Pupils achieve their expected predicted outcomes by the end of the academic year 2021 – 2022.	Sept 22

Targeted academic support for current academic year:

Measure	Activity
Objective 1	All staff to provide quality first teaching, staff meetings, reviews, observations will feed into quality of teaching and learning. Teaching is of a high standard across the school, Staff meetings; INSET and CPD will reinforce all aspects. Catch up amendments to planning shown. <i>Reflection-To reflect on your learning and make connections with concepts that have already been taught. Talk about learning and recognize how you learn best.</i>
Objective 2	Planning, sequencing and assessing of writing in KS1. Quality phonic teaching (Read Write Inc) and well planned programmes support the learning (New Provision map in place, funded to support the purchase of new resources. Big Writing and Nelson writing purchased to target improvement in both areas. Booking professionals to make assessments when pupils are not progressing in learning.
Barriers to learning	Ensuring catch up with phonics, building up writing stamina and increased reading. Stamina of pupils within learning programme. Focused writing challenges and workshops throughout the year. Using Big Write, Nelson handwriting, Fresh Start, RWINC and White Rose. Running well- being workshops/interventions. <i>Resilience-The children will show a capacity to recover quickly, become absorbed in what they do and keep on going in the face of difficulties and challenging circumstances.</i>

	<p>Independence - To strive to complete work and challenges independently to the best of the children's ability.</p> <p>Wellbeing - To recognize positive states of mind and how this can tend to your physical and mental wellbeing.</p>
Projected spend	£1300

Wider strategies for current academic year for disadvantaged and SEN pupils:

Area	Challenge	Mitigating action
Teaching	Teachers have enough time to develop QFT and have clarification of school policy approaches. TAs impact learning.	Staff meeting, INSET, LA advisors will support process. Classroom Profiles, teaching and learning reviews, learning walks, pupil conferencing.
Targeted support	Ensuring interventions, catch up learning is being completed and impacting on the pupils.	PP, SEN, Maths, Reading, Writing leads have release time for review.
Wider strategies	Working with outside agencies, ensuring families are engaged with the school so that strategies agreed are followed through.	Working closely with LA and wider agencies to support children and families.

Possibilities - To have high ambitions for themselves to strive to achieve wishes and dreams. **Initiative** - The power or ability to begin or to follow through energetically with a plan.

Independence - To strive to complete work and challenges independently to the best of the children's ability.

Wellbeing - To recognize positive states of mind and how this can tend to your physical and mental wellbeing.

Measure	Activity
Objective 1	Use of in school tracking grids and profiling system to identify further concerns with children. (Progression grids developed by Head Teacher and Senior Teacher. SENDCO reviews all data with HT).
Objective 2	Support for individual pupils to ensure they are on track, attending and their health and wellbeing is addressed so that they are confident about coming to school. Use of outside agencies, EP, CAHMs, Inclusion + Behaviour support, GP, Dyslexia Professional, PHAB tests.

Objective 3	Play based learning programme for targeted pupils in KS1.
Barriers to learning	Anxiety levels of children, support for families.
Projected spending	£3000

