

Pupil 'Catch Up' Strategy Statement Review

2022-23

(Ragged and annotated in blue).

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	72 (end of year 67)
Proportion of disadvantaged	11.%
Proportion of SEND	5.5% (on register)
Proportion of EHCP	1.3%
Catch up (Recovery Grant £145pp allocation 2022 – 2023)	£10,440
Tutoring Grant	£972 (used on the Provision Map DFE conformation)
Publish date	01/09/22
Review date	July 2023
Statement authorised by	L Concannon
Chair of Governors	Rebecca Iley

Strategy aims for disadvantaged pupils:

Measure	Activity
Objective 1	To upskill support staff to deliver the interventions that support children who are not making the expected rate of progress. Language for thinking. Lego Therapy. SLT. Numicon. KS2 Maths.
Objective 2	Focused tuition, the use of pre-teaching using the White Rose Maths scheme led by the school SENDCO and support staff. £2,850 (Interventions delivered 3hrs per week)
Barriers to learning	Social + emotional concerns which impact on learning. Wider reading opportunities. Attendance issues. The attendance policy has been updated and reviewed by staff. Wellbeing - <i>To recognize positive states of mind and how this can tend to your physical and mental wellbeing.</i>
Projected spending	£4000

Teaching priorities for current academic year:

Aim	Target	Target date
Progress in Reading	Achieve national average or above in every class 70% . Pupils achieve their expected predicted outcomes by the end of the academic year 2022 – 2023.	Sept 23
Progress in Writing	Achieve national average or above in every class 70%. Pupils achieve their expected predicted outcomes by the end of the academic year 2022 – 2023.	Sept 23 (69% average)
Progress in Maths	Achieve national average or above in every class 70%. Pupils achieve their expected predicted outcomes by the end of the academic year 2022 – 2023.	Sept 23

Targeted academic support for current academic year:

Measure	Activity
Objective 1	<p>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. Subject leaders to run staff meetings to ensure targeted feedback and progress is made.</p> <p><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></p>
Objective 2	<p>Planning, sequencing and assessing of writing in KS1 and 2. 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. Nelson handwriting purchased to target improvement in both areas. Booking professionals to make assessments when pupils are not progressing in learning. New OUP resources purchased and Hamilton for the older classes. Guided reading class sets purchased as well as new books to support SEN. Writing moderation sessions run during staff meeting sessions. To continue to push vocabulary through the use of the 'Weird and Wonderful Vocab' sheets and the termly Spelling Bee's.</p>

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.

<p>Barriers to learning</p> <p>Attendance</p> <p>Engagement</p> <p>Special Educational needs</p> <p>Lack of resources</p>	<p>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 Nelson handwriting, Fresh Start, RWINC, White Rose, Hamilton and guided reading sets. Running well-being workshops/interventions (See provision map)</p> <p><i>Resilience</i>-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.</p> <p><i>Independence</i>-To strive to complete work and challenges independently to the best of the children's ability.</p> <p><i>Wellbeing</i>-To recognize positive states of mind and how this can tend to your physical and mental wellbeing.</p>
Projected spend	£3000

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

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). Continue to monitor and record the progress of vulnerable groups such as PP using the profiles created in the last academic year.
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	A well-resourced play based learning programme for targeted pupils in KS1.
Barriers to learning	Anxiety levels of children, support offered for families.
Projected spending	£3082

Tuition Grant

Measure	Activity/Resources
Objective 1 To use the tuition grant to increase the sessions and children accessing them.	Tuition- Autumn- White rose Maths tutoring, one session per week for up to 12 pupils. Spring- Literacy tutoring, one session per week for up to 12 pupils. Summer- Mix Maths and English sessions for up to 12 pupils. Tuition not secured due to the cost and position (geographically for the school). The tuition grant is used to fund the interventions run in school to support not only pupils on the SEND register but those tracking behind.

<p>Objective 2 To train staff in the use of pre- teaching in Maths sessions. Children will become <i>Independent learners.</i></p>	<p>SENDCO to deliver pre-teaching and then teaching assistants in classes to deliver pre-teaching to small groups.</p>
<p>Barriers to learning</p>	<p>Children being able to attend the after school tutoring sessions. Tuition not secured due to the cost and position (geographically for the school). The tuition grant is used to fund the interventions run in school to support not only pupils on the SEND register but those tracking behind.</p>
<p>Projected spending</p>	<p>£1330 (£35.00 weekly tutoring sessions).</p>

No further catch up premium is to be provided for schools. The Catch-up premium will be accounted for on the Pupil Premium statement and the provision map each term. The recovery Grant of £500 will be allocated on the Pupil premium statement.

