



Catch-up Strategy Statement

Summary information			
School	Hayfield Cross Church of England		
Academic Year	2020/21	Total number of pupils on roll	338
Date of Strategy	27 th November 2020	Total Catch Up budget	£27,040

In-school barriers to be addressed by Catch Up Funding (Tier 1 and 2)

A.	Tier 1: To raise the standards of QFT through the provision of highly effective CPD.
B.	Tier 1: To increase the effectiveness of early reading through systematic synthetic phonics (SSP)
C.	Tier 1: To increase the effectiveness of the teaching of comprehension
D.	Tier 1: To increase the effectiveness of the teaching of Writing
E.	Tier 1: To increase the effectiveness of the teaching of Maths
F.	Tier 2: A widening attainment gap between all pupils and their peers, exacerbated by planned interventions not delivered post March (due to Covid-19).
G.	Tier 2: Misconceptions and Gaps in learning

External barriers to be addressed by Catch Up Funding (Tier 3)

H.	Tier 3: Attitudes and dispositions to learning of some Pupil Premium and SEND children needs developing.
I.	Tier 3: Phonic support for parents

Planned actions and expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Tier 1: Teaching and Whole School Strategies: To increase the effectiveness of teaching through the provision of quality CPD.

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(Addressing Barriers <i>A - E</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Specific CPD designed and delivered internally to develop QFT skills for teachers and support staff.	<ul style="list-style-type: none"> Deputy Inclusion Manager Writing Lead Reading Lead Phonic Lead 	<ul style="list-style-type: none"> Learning Walks conducted during the year by Deputy, Inclusion Manager clearly demonstrate higher standards in QFT across the school. 	<ul style="list-style-type: none"> Ongoing CPD raises standards in teaching and learning for all pupils (including those on the Pupil Premium and SEND register). Standardised test scores of PP children demonstrate a 'closing of the gap' with their peers. 	£0
Subject-specific CPD, delivered by Deputy and Subject Leaders, will develop the subject knowledge of staff through a series of sessions across the academic year and catering for the entire primary age group. This CPD will equip staff to deliver the vital procedural and declarative knowledge of a progression curriculum, thinking about schemes being used for consistency and fidelity. (This will be broken down into: Comprehension, Spelling and GPS, Writing, using Talk for Writing and Jane Considine, The Fantastic's, Phonics and Maths).	<ul style="list-style-type: none"> Deputy Inclusion Manager Writing Lead Reading Lead Phonic Lead Maths Lead 	<p>Learning Walks conducted during the year by Deputy, Inclusion Manager and Writing / Reading Phonic Lead clearly demonstrate higher standards in QFT across the school.</p> <p>Learning Walks in foundation subjects conducted during the academic year.</p> <p>Scrutiny of planning and books by SLT.</p> <p>Triangulation and moderating of books, internally and externally.</p>	Ongoing CPD raises standards in teaching and learning for all pupils, across the curriculum, including those on the Pupil Premium register and pupils with SEND.	<p>Letters and Sounds Training for all staff £500 in annual budget, sought through The English Hub.</p> <p>Speed Sound Chart displayed in all classrooms</p> <p>Spelling Shed</p> <p>Bug Club</p> <p>Comprehension packages</p> <p>White Rose- add on</p> <p>Decodable Letters and Sounds books</p>
			Total budgeted cost	£4,179.10

Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. (Addressing Barriers *F- G*)

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Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Standardised assessments (NFER) and their resulting gap analysis will continue to be used to inform planning and next steps during the year (September 2020 Baseline Tests, then end of Autumn, Spring and Summer terms). Results will then be analysed to identify specific groups of pupils who have fallen behind or have misconceptions in specific areas (including those on the pupil premium and SEND register).</p> <p>The TA's will be placed in Years 2 and 6 all morning to support specific groups of identified children. Interventions will then be delivered by the same, two Teaching Assistants in small groups, throughout the rest of the day. A focus will be on Writing across the school.</p>	<ul style="list-style-type: none"> • English – <i>NFER and GAPS</i> – Deputy and Literacy Lead • Maths – <i>NFER</i>- Deputy and Numeracy Lead 	<p>Review of termly assessment data will be completed by the SLT, which will drive Pupil Progress Meetings. These are usually held 3 times per year but this year will also include one during Autumn 1 to discuss the September baseline.</p> <p>Ongoing scrutiny of work and lesson visits, scheduled to include members of the SLT and Governors.</p> <p>Measurable targets to be evaluated to determine the success, or not, of the intervention.</p>	<p>Learning 'gaps' of groups are identified and steps taken to address these.</p> <p>These targeted pupils all make expected or better progress, closing the attainment gap with their peers.</p>	<p>Additional employment of a further 2 x Teaching Assistants, full time from Spring 1 to July 2021.</p>
<p>Where required, individual pupils will receive targeted support, either through in-class focus or an out-of-class intervention (in the afternoon – not to be confused by the above strategy).</p> <p>Work inside the classroom may include:</p> <ul style="list-style-type: none"> • Additional adult support in lessons • Directed Questioning • Regular 'checking in' with disadvantaged pupils in lesson providing ongoing AfL <p>'Out of class' support will see individual pupils' complete targeted Literacy or Maths activities in addition to their daily lessons based on provisions bought in, for example; Reading Detectives, Phonics Play- these targets will be based on gaps in learning. Timetabled by the INCLUSION MANAGER or SLT in conjunction with the class teacher, and will be delivered by either the Class Teacher or Teaching Assistant.</p>	<ul style="list-style-type: none"> • Inclusion Manager • Individual Class Teachers • Phonics Catch Up 	<p>Ongoing scrutiny of work and lesson visits, scheduled to include members of the SLT, Inclusion Manager and Subject Leaders.</p> <p>Measurable targets to be evaluated by Inclusion Manager to determine the success, or not, of the intervention.</p>	<p>Targeted pupils receive focussed support and interventions are recognised to be of high quality.</p> <p>Interventions are deemed successful when measured.</p> <p>Targeted pupils all make expected or better progress, closing the attainment gap with their peers.</p>	<p>EYFS – Staff to deliver interventions across Reception class- based on the GAP analysis from the Baseline data.</p>
<p>Specifically, this year, we also need to consider that pupils may not have received all of the support/interventions that were planned for the last academic year (due to the school closures). The actions undertaken above, will, therefore, enable academic gaps to be identified.</p>	<ul style="list-style-type: none"> • Individual Class Teachers 	<p>Measurable targets will allow for more analysis and closer monitoring</p>	<p>High-impact interventions are delivered to targeted pupils to plug the misconceptions that exist from the last academic year and which are identified in the gap analysis work undertaken.</p>	<p>QFT delivered by class teacher and TA £0</p>

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			Targeted pupils all make expected or better progress, closing the attainment gap with their peers	
<p>Where children have multiple vulnerabilities, i.e.: SEND and identified for Catch Up support, or EAL and Catch Up, there is a greater need for support.</p> <p>Working alongside the Inclusion Manager, Class Teachers will first map the SEND needs of the child and put necessary support into the classroom and timetable additional interventions in to place to meet the needs of the child. The next level of action will then see the child join any other appropriate interventions.</p>	<ul style="list-style-type: none"> Deputy Inclusion Manager 	<p>The above actions will be completed but then the specific needs of these pupils must be closely monitored through ongoing scrutiny of work and lesson visits, scheduled to include members of the SLT and Inclusion Manager.</p> <p>INCLUSION MANAGER will monitors the impact of the SEND interventions on a half-termly basis.</p>	<p>High-impact interventions are delivered to pupils with multiple vulnerabilities. These Interventions can be deemed high-impact/successful when measurable targets show sustained increases.</p> <p>Pupil Premium pupils all make expected or better progress, closing the attainment gap with their peers.</p>	
Purchase of Y2 and Y6 Resources to support catch up for KS1/ KS22 SATS in May 2021	<ul style="list-style-type: none"> Deputy 	Measure impact from pupil data and gaps	KS1/ KS2 SATs results	£300
			Total budgeted cost	£15,300

Tier 3: Wider Strategies: To address non-academic barriers of attendance and attitudes (Addressing Barriers <i>H and I</i>)				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Pupils with 'poor' attitudes towards school will be identified by Class Teachers.</p> <p>School will specifically target these pupils' attitudes through the delivery of mentoring programme which targets social and emotional learning (SEL) program (in addition to the PSHE work and other work undertaken) seeking to improve pupils' behaviours and attitudes.</p>	Class Teachers Inclusion Manager Family Support Worker	Inclusion Manager / FSW will collect the Pupil Voice for these targeted pupils in regards to attitudes to school, before and after the sessions	<p>Pupils' attitudes towards school have improved (as displayed in Pupil Voice survey).</p> <p>Targeted pupils' have a better understanding of social and emotional control.</p>	Support from FSW £0 Superflex Resources- £47.60
<p>Bug Club subscription for the whole school</p> <p>Phonic Club subscription</p> <p>Phonic Meeting with parents- on expectations and supporting their child with reading at home</p>	Phonic Lead	<p>Subscription on to Bug Club for the whole school- monitoring half termly the access from all pupils</p> <p>Phonic club subscription- monitoring of the access</p>	<p>A rise in phonic standards at the end of year</p> <p>Parents feel confident in supporting their children at home in phonics</p>	Subscription packages
			Total budgeted cost	£1047.60
			Overall Cost	£20,526.70



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Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

This statement has been produced following the Trust guidance which, in turn, has been informed by:

- DfE guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- EEF: *Covid-19 Support Guide for Schools*