

# 'Catch Up' funding strategy statement



Following school closure in March 2020, the Government announced £1 billion of funding to support children and young people to catch up. This included a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. The universal catch-up premium funding is available for all state-funded mainstream and special schools, and alternative provision. Funding has been allocated on a per pupil basis, providing the equivalent of £80 for each pupil in years Reception through to Year 6. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

## Exminster Community Primary School overview

Metric	Data
School name	Exminster Community Primary School
Pupils in school	412 (October census 2020)
Pupil premium allocation this academic year	32,960
Academic year or years covered by statement	2020-2022
Publish date	January 2021
Review date	July 2021, July 2022
Governor overview	Liam Hatton

## Strategy aims

Priority	Overview
1	Catch up: Maths
2	Catch up: Reading

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Maths	Achieve national average progress in maths KS2 (0)	September 2022
Progress in Reading	Achieve national average progress in reading KS2 (0)	September 2022

# Exminster Community Primary School

Tiered Model for Catch Up 2020-21



## 1 Teaching

### High quality teaching for all

- Guided Reading planning – whole class sessions
- Maths White Rose Hub planning to include 'recap' objectives from previous year group
- Sports Specialist Teachers – fitness focus
- Systematic phonics progression (linked to new book banding system)
- Effective Feedback ('No Marking' trial)

### Effective diagnostic assessment

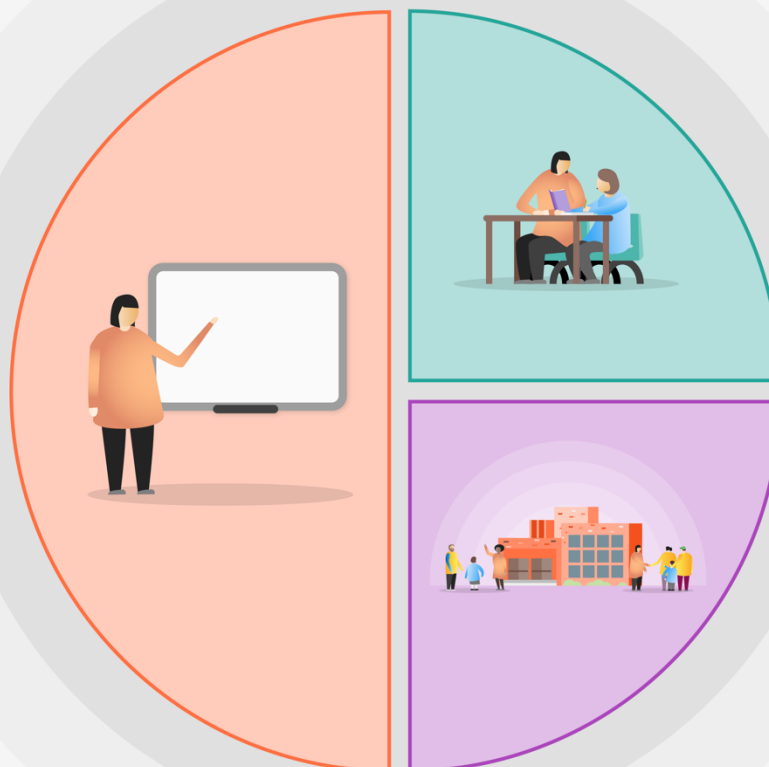
- INSIGHT phonics assessment linked to Phonic level reading books (R/Y1/Y2/Y3/Y4)
- SANDWELL maths assessment (Y2/Y3/Y4)
- PIRA/PUMA tests from last academic year and analysis (Y2 – Y6)
- English and Maths Hot/Cold tasks
- Google Forms/Socrative quizzes for GOAL

### Supporting Remote Learning

- Learning platforms embedded (SeeSaw: R/1/2/3 and Google Classroom: Y4/5/6)
- Communication with parents via learning platforms
- WRH Maths progression linked to videos and worksheets (following in school sequencing)
- In-school HomeLearning set via learning platforms

### Professional Development

- Incremental coaching for NQTs, Early careers Framework pilot
- 'No Marking' trial, focusing on effective feedback
- Involvement in Voice21 project
- support with whole class guided reading



## 2 Targeted academic support

### LSA Intervention

- targeted LSA small group and 1:1 intervention
- Early reading intervention (Y1, Y2)
- additional support Rec

### Teacher Intervention

- HLTA additional support afternoons, Y6
- additional teacher support, 3 x afternoons Y5
- catch up teacher groups, Years 3 and 4

## 3 Wider strategies

- Rainbow Values and Wellbeing
- Staff heightened awareness of wellbeing of children and noticing behaviours (Actions for Happiness and '10 a day')
- Transition period to start school year
- THRIVE/Pastoral support
- Weekly PSHE
- Mentoring – behaviour/mentoring
- FunFit
- Relational Support Plans
- Breakfast Club
- Monitoring attendance
- Music Lessons

## Quality First Teaching Priorities

Priority	Measure	Activity
<b>1</b>	Analysis	Analysis of testing to identify gaps in curriculum and identify target year groups for support
<b>2</b>	Maths	Adaption of curriculum to support reviewing previous year's objectives
<b>3</b>	Reading	Training for all relevant staff for phonics, development of reading comprehension skills, Purchasing and rearranging of early reading books, high quality texts to support wider curriculum, library service support, support for parents in reading at home, adaption of curriculum to prioritise phonics and early reading in FS and KS1
<b>Projected spending</b>		£3,000

### Targeted academic support for current academic year

## Targeted Support

Priorities	Measure	Activity
<b>1</b>	Maths	Catch up teacher support in small groups for Y3, 4, 5 HLTA support in small group work for Y6
<b>2</b>	Reading	HLTA/LSA support in one to one for Y1 and Y2 Catch up teacher support in small groups for Y3, 4, 5 HLTA support in small group work for Y6
<b>Projected spending</b>		£30,000

### Wider strategies for current academic year

## Wider Strategies

Measure	Activity
Emotional well being	Support emotional well-being through THRIVE support programme
Attendance	Use of Breakfast Club for a settled morning start
Self-esteem	Musical instrument lessons, self-esteem support work (mentoring, programmes) Attachment Mentoring
Barriers to learning these priorities address	Improving attendance and readiness to learn, developing confidence and self-esteem.
<b>Projected</b>	Additional monies from main budget share

spending	
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## Monitoring

Area	Action	Expected outcome
Quality first Teaching	Analysis of data	Progression accelerated
Targeted support	Analysis of data	Progression accelerated
Wider strategies	Readiness to learn	Work with other agencies to support with engaging with families, support of Family Support Coordinator engaging families, high attendance rates.