

## Catch up funding strategy statement Stoke Heath Primary



| 1. Summary information |             |                       |  |  |               |
|------------------------|-------------|-----------------------|--|--|---------------|
| School                 | Stoke Heath |                       |  |  |               |
| Academic Year          | 2020/21     | Total catch up budget |  |  |               |
| Total number of pupils | 428         | £33,600 ( TBC)        |  | Date for next internal review of this strategy | December 2020 |

| 2. Current attainment  |  |  |  |  |   |         |         |  |           |   |
|--|--|--|--|--|---|---------|---------|--|-----------|---|
|  |  |  |  |  | <i>Pupils eligible for PP (your school) %</i> |         |         | <i>Pupils not eligible for PP (national average) %</i> |           |   |
| % achieving in reading, writing and maths (Year 6 attainment 2018-19 cohort) |  |  |  |  | R<br>70                                       | W<br>80 | M<br>80 | G<br>85  | RWM<br>68 | R<br>73<br>W<br>78<br>M<br>79<br>G<br>78<br>RWM<br>65 |

| 3. Barriers to future attainment               |  |  |                  |
|--|--|--|------------------|
|  | Poor Communication and Language skills and lack of 'school readiness'. Only 30% of our children begin school on track to achieve GLD. This slows progress in subsequent years.   |  |                  |
|  | English as an Additional Language. More than 50% of our pupils have English as an additional language. Many children converse in their home language outside school and as a result, their access to English at home, including books, is limited. |  |                  |
|  | Access to role models who provide aspirational goals and support of education. Low aspirations and limited knowledge or resources to support with learning at home.  |  |                  |
|  | Social Deprivation.  |  |                  |
|  | Transience   |  |                  |
|  | Attendance. Periods of isolation leading to significant absences. Parental anxiety leading to unauthorised absences.   |  |                  |
|  | Vulnerability i.e. Parental separation, alcohol and drug misuse.   |  |                  |
|  | Social, emotional and mental health needs including low confidence and self esteem   |  |                  |
|  | Poor resilience and fixed growth mind set  |  |                  |
| 4. Desired outcomes                            |  |  |                  |
|  | <table border="1"> <tr> <th>Desired outcomes and how they will be measured</th><th>Success criteria</th></tr> </table>   | Desired outcomes and how they will be measured | Success criteria |
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## Catch up funding strategy statement Stoke Heath Primary

|           |   |  |
|-----------|---|--|
| <b>A.</b> | Children's progress will not be adversely affected by periods of isolation.   | <ul style="list-style-type: none"> <li>Children will access high quality learning during periods of isolation</li> <li>Work will directly link to the curriculum being delivered in the classroom.</li> <li>Children will receive feedback on their work which will support their next steps.</li> </ul>   |
| <b>B.</b> | Attainment in all year groups will be broadly in line with the 2019 summer data in most year groups across key stage one and key stage two. | <ul style="list-style-type: none"> <li>Gaps in learning will be identified and addressed in the Autumn Term.</li> <li>Whole class programs will be developed and delivered to support key areas such as phonics and times tables.</li> <li>Interventions will be used to support those children who have additional gaps or require more support to close them effectively.</li> </ul>   |
| <b>C.</b> | Attainment in statutory assessment at key stage one and key stage two will be broadly in line with national.                                | <ul style="list-style-type: none"> <li>Support will be targeted at those years with statutory assessment to close any gaps in learning</li> <li>All teachers in these year groups will feel confident that they know what the expectations are and that they are therefore able to fully prepare the children to enable them to reach their potential.</li> </ul>  |
| <b>D.</b> | Attainment at the end of EYFS will be at least 62% by July 2021.  | <ul style="list-style-type: none"> <li>Staff will work closely with the parents to help settle the children in the setting and ensure they are ready to learn.</li> <li>A baseline assessment will be carried to identify gaps in learning which can be addressed.</li> <li>The curriculum will be tailored to meet the needs of the cohort and maximise progress.</li> </ul>  |
| <b>E.</b> | Children will feel confident, secure and ready to learn.  | <ul style="list-style-type: none"> <li>The Families Team will support families as needed to reassure them of the steps we are taking in school to keep the children safe.</li> <li>The Families Team will complete individual and group work with children as needed.</li> <li>Dare to Dream will provide mentoring for target children.</li> <li>DSLs will continue to act to bring in external agencies to support children and families as needed.</li> </ul> |

### 5. Planned expenditure

**Academic year**      **2020-2021**

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.

#### i. Quality of teaching for all

| Desired outcome                       | Chosen action / approach  | What is the evidence and rationale for this choice?                           | How will you ensure it is implemented well?                 | Staff lead | When will you review implementation? |
|---------------------------------------|---|---|---|------------|--------------------------------------|
| Attainment in statutory assessment in | A carefully planned phonic programme will be delivered in EYFS, Year 1 and Year 2. GH will support with all aspects | GH has a proven track record in effectively supporting our phonics programme. | EG will drive all aspects of the phonics programme and will |            | Every assessment point.              |



## Catch up funding strategy statement Stoke Heath Primary

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| phonics will be broadly in line with national.   | of this, including interventions, group support, screening and resourcing.  | Having a secure foundation in phonics is essential for children to develop as readers.  | meet with JS regularly to use data to monitor progress and plan the next steps.                          |            |                                      |
| Attainment in statutory assessment in times tables at the end of year 4 will be broadly in line with national. | A carefully planned multiplication tables programme will be implemented in Year 4 with a focus on two times tables each half term.<br>Any children who are not secure with these at the end of each half term will then be included in intervention groups moving forward.  | All the children will benefit from securing their knowledge and understanding of multiplication tables. They will have regular sessions to practice but the focus will be on teaching.      | The phase leader and Maths lead will drive this programme and use data to regularly evaluate the impact. |            | Every assessment point.              |
| Attainment in statutory assessment at key stage one and key stage two will be broadly in line with national.   | Teachers will ensure they have taken account of any gaps in learning and addressed these within their planning. Teachers will be confident about the expectations and will understand the standards the children need to reach. Regular mocks will be held and any children who need targeting will be identified.<br>In Year 2 there is an overlap of a teacher for half a day plus a SCITT trainee.<br>In Year, the children are split into three groups for core subjects. | All the children will benefit from the additional adult support, All adults will be clear about the expectations and therefore able to drive forward the standards in their own classrooms. | JS will support all teachers with statutory assessment.  |            | After each set of mocks.             |
| Total budgeted cost  |   |   |  |            |                                      |
| ii. Targeted support   |   |   |  |            |                                      |
| Desired outcome  | Chosen action / approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead | When will you review implementation? |
|  |   |   |  |            |                                      |

## Catch up funding strategy statement Stoke Heath Primary



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| <p>Attainment in all year groups will be broadly in line with the 2019 summer data in most year groups in key stage one.</p> | <p>All children will access high quality teaching in the classroom. Teachers will plan to cover significant gaps for the whole class. Teachers will also identify areas which need addressing through small group or individual intervention. JM a qualified teacher, will carry out these interventions both in class and out of class as appropriate. JM can also be used to support the rest of the class whilst the teacher or TA carries out interventions. Teachers will monitor the impact of these interventions. JM will be part time in school until Christmas initially.</p>  | <p><i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. EEF report June 2020</i></p> | <p>JS will regularly meet with phase leader to discuss attainment and progress and the impact JM is having on this. Next steps will then be agreed.</p> |  | <p><b>Termly – during PPMs</b></p> |
| <p>Attainment in all year groups will be broadly in line with the 2019 summer data in most year groups in key stage two</p>  | <p>All children will access high quality teaching in the classroom. Teachers will plan to cover significant gaps for the whole class. Teachers will also identify areas which need addressing through small group or individual intervention. JYH will carry out these interventions both in class and out of class as appropriate. JYH can also be used to support the rest of the class whilst the teacher or TA carries out interventions. Teachers will monitor the impact of these interventions. JYH may be used to target a specific class or year group for a period of time as needs are identified. JYH will be full time in school until Christmas initially.</p> | <p><i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used</i></p>   | <p>JS will regularly meet with phase leaders to discuss attainment and progress and the impact JYH is having on this. Next steps will be agreed.</p>    |  | <p><b>Termly – during PPMs</b></p> |



## Catch up funding strategy statement Stoke Heath Primary

|   |   |   |  |        |                 |
|---|---|---|--|--------|-----------------|
|   |   | <i>to ensure that support is well-targeted and to monitor pupil progress. EEF report June 2020</i>  |  |        |                 |
| Children's progress will not be adversely affected by periods of isolation.                         | The school will be using the Seesaw app to provide remote learning for children or groups of children who are not able to attend school. JYH will have dedicated time each day to phone these families and ensure they are accessing the resources via the app and that they fully understand the tasks they have been set. TAs will all have a tablet so they can support the teacher will uploading the work on to the app as needed. | During lockdown, only a small percentage of the children submitted work regularly to their teachers. Children will need to isolate for different reasons and this could cause disruption to their learning if they are not supported during this time.  | MD will monitor the engagement with the online learning and will support teachers and TAs to ensure they are confident in how to use the app effectively.    |        | <b>Ongoing.</b> |
| Children who will benefit from a tailored support have access to a high quality tutoring programme. | Once the scheme has opened, the school will identify children who will benefit the most from tutoring and access this through the National Tutoring programme if appropriate. Tuition may also be provided in house to target children.   | <i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial. EEF report June 2020</i> | Phase Leaders and Class teacher will identify which children would benefit from tuition and whether this should be 'in-house' or through external providers. |        | <b>Ongoing</b>  |
| <b>Total budgeted cost Autumn term</b>  |   |   |  | £15709 |                 |
| <b>Total budgeted cost Spring term</b>  |   |   |  |        |                 |

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|                                 |         |
|---------------------------------|---------|
| Total budgeted cost Summer term |         |
| iii. Other approaches           |         |
| Total budgeted cost 2020/21     | £33,600 |

| 13. Additional detail |
|-----------------------|
|                       |