



## **Christ the King Primary Catch Up Strategy Statement 2020 - 2021**

To enable schools to address learning lost during lockdown the government have given every school extra funding to support the catch up of children's learning.

### **Amount of funding:**

Sept 20 – Mar 21 - £8,727

April 21- Sept 21 - £4,895

### **Rationale**

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Christ the King Catholic Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions.

### **School overview**

<b>Metric</b>	<b>Data</b>
School name	Christ the King Catholic Primary School
Pupils in school	187
Proportion of disadvantaged	23%
Proportion of SEND	20.6% (on reg, non EHCP)
Proportion of EHCP	5.3%
Catch up allocation 2020 - 2021	£13,622
Publish date	September 2020
Review date	July 2021
Statement authorised by	M Mainwaring
Chair of Governors	M Baskerville

### **Strategy aims for disadvantaged pupils**

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure quality teaching and learning of basic English, phonics, writing, oracy and Mathematics skills.
Priority 2	Ensure that all pupils have access to 'Catch up' tuition to enable them to achieve their expected outcomes as registered by the school target setting.
Barriers to learning these priorities address	Increased gaps in learning for mathematics, writing and reading in particular for those pupils who were not well supported during 'lockdown and out of school' learning period between March and July 2020.
Barriers to learning these priorities address	Social + emotional concerns which impact on learning. Wider reading opportunities. Attendance issues.
Projected spending	£

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress scores in KS2 Reading and pupils achieve their expected outcomes by the end of the academic year 2020/21.	Sept 21
Progress in Writing	Achieve national average or above progress scores in KS2 Writing and pupils achieve their expected outcomes by the end of the academic year 2020/21.	Sept 21
Progress in Mathematics	Achieve national average or above progress scores in KS2 Mathematics and pupils achieve their expected outcomes by the end of the academic year 2020/21.	Sept 21

### Targeted academic support for current academic year

Measure	Activity
Priority 1	All teaching staff provide quality first teaching for all pupils to ensure progress is made. All staff attend quality professional development to ensure re-engagement with curriculum development and implementation.
Priority 2	Ensure all staff are aware of the need to enable 'catch up' for pupils identified through assessments. These assessments will identify gaps in learning. Gaps will be addressed by additional support to pupils both in class and in small group scenarios. Additional staff employed to provide this support to pupils both in class and small group as well as release of class teachers to do this.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics.  Attendance and resilience of the pupils which will increase. Mentoring for children who need support with their mental health and well being
Projected spending	£  The funds will be used to employ additional teaching staff and support staff to ensure pupils are provided with 'catch up learning activities.

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

Measure	Activity
Priority 1	Release time for PP/SEN leaders to track and monitor pupils progress, liaison with pupils and teach where appropriate, track attendance and meet with parents.
Priority 2	Support for individual pupils including academic as well as mental health and wellbeing through sensory therapy, Lego therapy, nurture groups, yoga, etc.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged and SEN pupils.
Projected spending	£

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<p>Staff meeting time and support from consultants to ensure quality first teaching at all times.</p> <p>Regular updates by teaching staff and liaison with teaching assistants supporting the pupils.</p> <p>Staff meeting, INSET, LA advisors will support process.</p> <p>Classroom Profiles, teaching and learning reviews, learning walks, pupil conferencing.</p>
Targeted support	Ensuring enough time for school PP/SEN leaders to support small groups. Ensure time for mathematics and English leads to support small groups.	PP/SEN/mathematics/English leads provided with release time.
Wider strategies	Engaging the families facing most challenges, particularly regarding resilience and attendance.	Working closely with the EWO and other outside agencies to develop these aspects.