

Catch up Premium Strategy Statement

School overview

Metric	Data
School name	Spilsby Primary Academy
Pupils in school	203
Proportion of disadvantaged pupils	40%
Proportion of vulnerable pupils	51%
Catch up premium allocation	£16,000
Academic year or years covered by statement	September 2020-July 2021
Publish date	September 30 th 2020
Review date	July 2020
Statement authorised by	Trustees Infinity Academy
Catch up premium lead	Mr A Clarke
Governor lead	Mel Standbrook

Baseline data for school

Measure	% pupils currently ARE
Reading	
Writing	
Maths	

Strategy aims for catch-up pupils (list main priorities here then split into 3 areas below)

Measure	Activity
Priority 1	To ensure that all pupils, particularly those who are disadvantaged or vulnerable are able to engage and make progress in their learning again.
Priority 2	Ensure our staff are provided with continued high quality CPD and the resources they need to fulfil both the new and existing needs of our children.
Priority 3	To further strengthen our school offer with a focus on physical and mental health and well-being.
Barriers to learning addressed by priorities	<ul style="list-style-type: none"> Pupils have been affected in many different ways- new barriers to learning/or existing ones exacerbated.

	<ul style="list-style-type: none"> • More pupils with gaps in knowledge-vocabulary/place value/4 operations. • Mental and physical impact of time away from school has affected our children in different ways.
Projected spending	£16,000 total allocation

Based on EEF Recommendations, strategy will take a 3-tiered approach:

1. Teaching and whole school strategies
2. Targeted Support
3. Wider Strategies

Teaching and whole school strategies (Quality First Teaching)

Aim (what we want to improve)	Activity (how this will be achieved)
Priority 1	QFT underpinned by clearly defined formative assessment practice, is further enhanced through evidence informed CPD. -Additional intervention delivered by TAs provided regular and precise formative assessment for teacher.
Priority 2	A broad and balanced curriculum with a focus on speaking/listening and vocabulary acquisition. -Additional reading books purchased across the school -Additional Teaching Assistants to be used to target pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pre-existing gaps have widened for some pupils meaning whole class teaching needs to be skilfully adapted and supported. • Speaking and listening, particularly vocabulary sits at the heart of acquiring knowledge and reconnecting to learning.
Projected spending	Reading books- £1200 Whole class resources- £3500

Targeted academic Support (e.g. 1:1 tutor, additional interventions outside school hours, small group)

Aim	Activity
Priority 1	To close pupils' gaps in knowledge through targeted wave 2 or 3 interventions. -Additional Teaching Assistant hours -Specialist intervention books (Power 2, Toe by Toe)

Priority 2	To strengthen the teaching capacity through additional Teacher/TA support and specific learning resources. -Additional Teaching Assistants -Specialist intervention books (Power 2, Toe by Toe)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Additional small group/1:1 intervention will target more pupils who have fallen behind in the core skills of Maths and Reading. • Staffing is strengthened so that additional intervention does not weaken QFT in the classroom. • Pupils have the concrete apparatus to rebuild their knowledge and grasp concepts. • Targeted resources facilitate interventions.
Projected spending	Additional TA interventions - £9770 Intervention books and resources- £1000

Wider strategies (e.g. additional adults to relieve school staff, well-being activities, home learning books)

Aim	Activity
Priority 1	To provide pupils with targeted home-home learning books e.g consolidation work books. -CPG Catch Up Books R-6
Priority 2	To further enhance and provide opportunity for physical opportunity and emotional well-being activities throughout the school. -Additional Fitness/Clubs at lunchtime -Further resources for Lego therapy/social interventions
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Children with gaps in phonic knowledge and or vocabulary. • Rebuilding and reconnecting knowledge. • Supporting pupils with social, emotional and physical activities.
Projected spending	Catch up Books- £2000 Learning Mentor Resources- £ 300

Monitoring and Implementation

Focus Aim	Challenges / Barriers	Mitigating action
Teaching	Adaptation and modification of lesson content.	Additional intervention provided by TA. Purchase of additional reading books to supplement existing scheme.
Targeted support	Gaps in knowledge as a result of time missed.	Additional adults support dedicated to deliver catch up.
Wider strategies	Greater need for social and emotional support and intervention for more pupils.	Additional interventions and support at playtimes and lunchtimes targeted to social and emotional interventions.

Impact: Review aims and outcomes.

Aim	Outcome