



Our Vision

To inspire a love of learning

STAMFORD ST GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL
CATCH UP PREMIUM STRATEGY STATEMENT 2020.2021

1 Teaching

High quality feedback, both verbal and written, as part of our lesson structure/AFL.

Ongoing gaps analysis through lessons, marking and assessments

English And Mathematics catch up and support within lessons

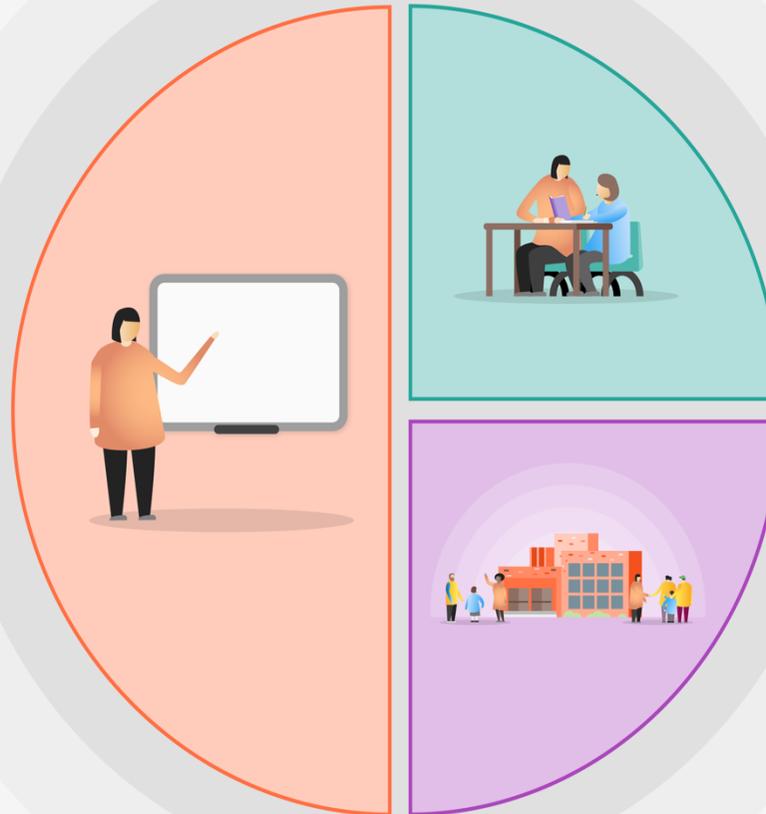
Pre-teach to support LA/SEND pupils

Oracy development within lessons

Support the interventions with sustained CPD, ensuring this is subject-specific where necessary.

Frequent low-stakes testing to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge.

Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.



2 Targeted academic support

Individual and small group work linked to gaps analysis led by teachers

Same day intervention by TAs

Paired Reading

Provide parents with additional support materials as required

Provide parents with academic targets for their pupils in line with progress

3 Wider strategies

Social and emotional support for identified pupils including Nurture Group training for TAs

Ensure our most vulnerable pupils have priority access to online materials.

Use incremental coaching to ensure teachers are focused on closing gaps for disadvantaged pupils.

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 St Gilbert's CE 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. The table below outlines our intentional spend with a rationale accompanying each decision.

Priority	Reason	Actions	Intended Impact	Cost
Reading, Writing, Maths, GPaS progress	Children will have forgotten knowledge and also missed out on new skills and knowledge and the progress of children will have been significantly inhibited by a lack of face to face teaching during lockdown.	Assess pupils in Writing to ascertain forgotten information compared to prior lockdown Assess Reading age to ascertain where they are compared to previous Assess Maths to ascertain forgotten information compared to prior lockdown	Pupils will have made greater gains in terms of forgotten knowledge and be in a position to build on this with areas not covered and in the curriculum for their year group.	None
Identify knowledge not yet taught	Due to absence some knowledge across the curriculum has not been taught	For each year group and subject, identify all skills and knowledge which have not be taught to the pupils. Decide on how to build these areas of skills and knowledge into teaching and learning, either immediately or long term so that the pupils do not miss out in key knowledge.	Pupils will not miss out on key skills and knowledge meaning their education will not be affected long term.	Staff meeting time with possible release for KS leaders – Four days - £832
Years 1 and 2	Pupils have not received directed phonics teaching since March 2020. Pupils have not all had the opportunity to read to others, access stories and enjoy books. Transition to KS1 has not been able to happen, so pupils need transition support EYFS curriculum; pupils need to focus in Autumn on the EYFS curriculum	As part of normal teaching and learning, pupils to receive additional phonics support. In lessons, characteristics of Effective Learning to be addressed to ensure that pupils have the key skills they need for Y1. Priority on Early Reading Fluid groupings and teaching to meet exact gaps in phonics Detailed and rigorous analysis and tracking swiftly informs teaching	Early reading skills developed. Enjoyment in reading and stories. Phonics attainment and confidence raised. On – track for passing the Phonics Screening Check. Pupils are able to display and further develop The Characteristics of Learning. Y1 staff have a clear understanding of those pupils achieving GLD and which pupils need to develop areas further.	None identified unless as part of targeted support.

Priority	Reason	Actions	Intended Impact	Cost
English - writing	Children will have missed out writing extended pieces and writing for a purpose	Quality First Teaching in the classroom with focused feedback from adults. Engaging texts used to encourage pupil interest. Read, Write INC spelling scheme – Yr2-6. English writing focus - whole school monitoring and moderation. Release for teachers to provide in-depth feedback and targets to pupils, plus additional phonics and spelling support. Group and individual. Looking at all curriculum writing.	As a result of focused teaching of spelling patterns in Yrs 2-6, this will build on the strong teaching of phonics in EYFS and KS1, children's writing attainment will be in line with national outcomes. Through the use of engaging texts and focused feedback, children will know their next steps and be motivated to complete high quality pieces of work. As a result of regular monitoring and professional discussions with colleagues, staff will know what is working well in the classroom and what needs to be further developed, this will ensure that no child is left behind and progress in writing is good.	One afternoon per teacher per week. For eleven weeks £10296
English - Reading	Progress in understanding of language, retrieval and inference needs development due to missed learning	All children to read in class together every day. Guided Reading sessions per week in class built into a chosen curriculum area. Paired reading	Standards demonstrate increased progress with the majority of pupils progressing in line with expectations.	As part of targeted work
Maths progress	Progress will have been inhibited due to lack of face to face teaching	Release for teachers to provide in-depth feedback and targets to pupils, plus additional phonics and spelling support. Group and individual. Looking at all curriculum writing.	As a result of focused interventions based on developing recall and retention of key Mathematics skills and knowledge, teachers are able to focus on mathematical reasoning and children will make accelerated progress to end of year outcomes.	One afternoon per teacher per week. For eleven weeks £10296
Social, emotional and mental health	Children will have had different experiences of the pandemic and will require time and stimuli to discuss their experiences, and support to process what has happened and what is still happening. Support in increasing stamina for learning due to lockdown and resetting good learning behaviours. 1:1 support for identified pupils	TAs to provide support for identified pupils in class for Nurture groups provision Character education and PSHE in lessons provides added support along with provision from Collective Worship.	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	Training of TAs by HLTAs £300

Total income	£24720
Leadership release	£832
Release for intervention	£20592
Training	£300
Targeted pupils	£3000
Total expenditure	£24724