

St Mary's

Church of England Primary School

Kirkby Lonsdale

Catch up Strategy Funding

2020-2021

Nurturing creative thinkers.....

Honesty

Trust

Respect

Perseverance

Responsibility

Strategy statement:

1. Summary information					
School	St Mary's CE School, Kirkby Lonsdale				
Academic Year	2020-21	Total budget	£ 16,720	Date of most recent Review	March 2021
Total number of pupils	240	Number of Pupils – Ever 6	6.5% (15)	Date for next internal review of this strategy	Oct 2021

2. Barriers to future attainment	
Barriers	
A.	Pupils not accessing learning due to parent Mental Health
B.	Pupils not accessing learning due to family personal circumstances
C.	Pupils not accessing learning due to lack of access to technology.
D.	Pupil Mental Health due to experiences during lockdown eg isolation, domestic violence, family separation, illness and death in the family

The Education Endowment Foundation highlights key and effective strategies which have impact for pupil progress including:

- *Supporting great teaching* *Pupil Assessment and Feedback* *Transition Support*
- *One to One support* *Intervention Groups* *Extending the school day*
- *Supporting Parents* *Access to Technology* *Summer Support*

The EEF's [Teaching and Learning Toolkit](#) is an accessible summary of educational research designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people.

The EEF also produces [Guidance Reports](#), offering clear and actionable recommendations on high-priority topics, including literacy, mathematics, special educational needs and disabilities, social and emotional learning, behaviour and parental engagement.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Increased TA intervention to promote improved reading and basic maths skills.</p> <p>Targeted bespoke interventions: Talk for Writing – All</p>	<ul style="list-style-type: none"> • Pupils are motivated to write and provided with positive praise to improve confidence in writing • 100% of pupils achieve 'expected' by the end of KS2 • Focus on improved vocabulary acquisition through changes to teaching - Staff Training
B.	<p>Improved maths skills through intervention support enables pupils to access learning</p> <p>Maths progress within year and SATS Maths assessments prior to and after intervention</p>	<ul style="list-style-type: none"> • 1:1 Support for pupils • Pupils with PPG make progress at least in line with non ppg and in line with national average. •
C.	<p>PP children's reading/writing improves in line with non-pp children</p> <p>PPG pupils monitored within year group progress and SATS Pupil Progress Meetings to monitor support</p>	<ul style="list-style-type: none"> • Increased reading opportunities – New books and Focus on Shared not guided writing • Improved diagnosis and assessment for dyslexic children
D.	<p>Investment in Chromebooks to support writing – developing stamina and motivation</p>	<ul style="list-style-type: none"> • Pupils access to Chromebooks actively used and engaging in learning • Collaborative tasks support pupils and enable their writing skills to be developed to enable them to meet or exceed their end of Key Stage targets

4. Planned expenditure

Academic year	2020-21				
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?
Improved access to Chromebooks to support collaborative learning	Investment in access to technology to enable pupils to access learning from home during lockdown and provide increased collaborative opportunities when in school.	EET +5 months Approaches which promote talk and interaction between learners tend to result in the best gains	Improved vocabulary and writing skills will take place as a result of purchasing, then sharing Chromebooks. Teacher planning and intervention includes focused writing skill development through collaborative tasks.	Deputy Head DWB	April 2021
Access to 1:1 provision to meet individual needs	Reading – KS1/2 Phonics – KS1 Maths – KS1/2 1 First quality teaching 2 Small group intervention	Improving Literacy improves student outcomes overall therefore reducing variation of attainment and progress between PPG/Non PPG-Moderate impact at low cost +4 months Sutton Trust EET + 5months Overall, studies of oral language interventions consistently show positive benefits on learning	Regular TA review of intervention and monitoring of support provided. Impact measures pre and post intervention. Termly/ half termly assessment.	HT	July 2021
Accelerate progress of all PPG pupils in writing and reading	Accelerating progress through targeted support including additional support from specialist TAs staff providing interventions where needed in reading, writing and maths 1:1 support for reading and maths to target ongoing gaps identified in assessment.	1:1 tuition and support provided Training for Talk for Writing. EET +1 In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.	Monitored 1:1 provision for target pupils with Ever 6 Provision. Groups will be tracked termly and assessment information analysed	Head	July 2021 review

