

## Pupil 'Catch up' strategy statement



***“Show me your way, Lord teach me your paths.” Psalms (25.4)***

### School overview

Metric	Data
School name	Almondsbury CE Primary School
Pupils in school	312
Proportion of disadvantaged pupils	4.8%
Proportion of SEND pupils	7.6%
Catch up allocation this academic year	£25,120
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Paul Smith
Governor lead	Sue Hewson

### Strategy aims for pupils

Measure	Activity
Priority 1	Ensure quality teaching and learning of basic English 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 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.
Projected spending	£25,120

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress scores in KS2 Reading (0) 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 (0) 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 (0) 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. Focus on following – Reception PSED activities and language development Reading development and phonics – moving to development of vocabulary in writing. Mathematics – Problem solving and reasoning to further develop calculation skills.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness in problem solving and reasoning. Attendance and resilience of the pupils which will increase.
Projected spending	£25,120 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. Liaison with the school nurse regarding resilience and anxiety. Work with EWO
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	Staff meeting time and support from consultants to ensure quality first teaching at all times. Regular updates by teaching staff and liaison with teaching assistants supporting the pupils.
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.