



Gotham Primary School

Catch Up Strategy Statement 2020-2021

1. Summary Information			
School	Gotham Primary school		
Academic Year	2020 - 2021	Date of Review	September 2021
Total Number of pupils eligible for £80 funding	172	Total Catch Up Funding Budget	£13,760

2. Guidance
<p>School allocations will be calculated on a per pupil basis. Mainstream schools will get £80 for each pupil from reception to year 11 inclusive.</p> <p>Similar to the pupil premium, schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis.</p> <p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p>

3. Recommendations
<p>The EEF (Education Endowment Foundation) makes the recommendation to use the funding in a tiered system comprising of:</p> <ol style="list-style-type: none">1. Teaching (e.g. CPD and support for early career teachers, assessment and remote learning)2. Targeted academic support (e.g. structured intervention, small group tuition, one to one support and support of Teaching Assistants).3. Wider Strategies (e.g. sustaining parental engagement, social and emotional learning, reinforcing behaviour routines, breakfast clubs).

1. Quality of Teaching		
Identified Need	Strategy and cost	Desired Impact
Identifying those children, including disadvantaged, requiring Catch-Up	Baseline assessments of all children within the first 2 weeks of new academic year in phonics, reading, writing, maths in all year groups as well as GPS in year 6 Gap analysis of assessments by teachers Staff meeting time	Gaps in learning identified and planning tailored to meet needs
	Data analysis by senior leaders to identify children falling behind pre-Covid expectations Staff meeting time	Individual children and groups of children identified for intervention
Identifying children's mental health needs and the effects of Covid-19 on all children, including disadvantaged	Complete the 'Pyramid of Need' for all children Staff meeting time	Children with high levels of need identified and support options planned
Improving the delivery of mental wellbeing within the curriculum	Young Minds training ELSA support Sharing of information between staff trained in mental wellbeing with other members of staff Staff release time	Staff more knowledgeable about and confident in the delivery of mental health strategies
Need for all children to build independence and metacognitive strategies in preparation for remote learning	Teacher training on Microsoft Teams Inset TA training on Microsoft Teams DHT delivered/teacher support Train children in using Microsoft Teams Lesson time Train all staff in use of Science of Learning strategies and metacognition – use strategies when teaching children to use Microsoft Teams as well as other lessons Inset Ensuring access to appropriate devices for all children, including disadvantaged, by allocating government laptops and making laptops available from school stock. IT technician time ensure laptops are suitable for home use, Office time for organising loan agreements.	Staff more confident in remote learning delivery and metacognitive strategies built into teaching and learning Children develop independence in using Microsoft Teams, are confident to problem solve and know how to get help if they are away from school

2. Targeted Academic Support

Identified Need	Intervention Strategy and cost	Desired Impact
Gaps in learning of some pupils, especially in phonics, reading, basic punctuation and Grammar, Mathematical Fluency	Additional phonics sessions Maths fluency sessions Extra reading sessions Handwriting sessions FS2/Year 1 support to develop independence skills in the classroom Recap sessions within class to fill in missed learning Additional TA time for either intervention sessions or to release teachers to do intervention sessions	Gaps in learning closed
Greater Depth performance impacted by school closures	Additional support for children, where appropriate, to recap and learn elements required to develop higher level work and understanding – will vary from child to child Additional TA time for either intervention sessions or to release teachers to do intervention sessions	More children on track to achieve Greater Depth in reading, writing and maths

3. Wider Strategies

Identified Need	Intervention Strategy and cost	Desired Impact
Negative impact on mental health of some pupils and their social interactions	ELSA TA employed two afternoons per week ELSA TA to support other TAs with strategies as required	Opportunity for young children to receive professional, effective support in relation to their mental health and become able to use strategies to look after their own mental wellbeing. Children given opportunity to explore their emotions and build and strengthen social relationships with their peers
Improving/developing parental knowledge of the curriculum delivered in school	Direct teaching sessions through Microsoft Teams by teachers and TAs to support children but also show parents how to support their children Teacher and TA time Recorded phonics sessions to support parents with correct terminology and pronunciation. Teacher and TA time Create recordings/powerpoints of key skills in different subjects for different year groups. Planning and release time between teaching staff and subject leads	Parents feel more confident and knowledgeable to support children if remote learning is required