

# St Matthew's C of E Primary School



## Catch Up Premium Statement 2021 / 2021



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### Our vision:

At St Matthew's, our aim is to ensure that every child, regardless of background, has the support and wider opportunities that they need to enable them to achieve their potential.

### Our Catch-Up Premium income has been calculated based on £80 per pupil

SUMMARY INFORMATION 2020-2021			
Total number of pupils:	394	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£31,520.00		

### What are the main priorities for our children?

Our key priorities:

- To ensure that Year 1 and Year 2 children are on track to meet age related expectations in reading and phonics.
- To ensure that PPG children in Year 5 & 6 are supported in their maths learning
- To ensure that Y6 to make expected progress by the end of the year in reading and maths
- To ensure that EYFS are supported in specific areas of learning

**There are two broad aims for “catch up” at St. Matthew’s School:**

- To ensure the mental health needs of pupils are met and supported by the school
- Quality first teaching is carried out and differentiated intervention is provided to all pupils to enable them to reduce gaps in their learning

Catch Up is...

*For all children*

- **Working through well-sequenced, purposeful learning opportunities.** For example, our writing topics based on Power of Reading are adapted to focus on missed objectives and to consolidate the basics. In maths, we will utilise the White Rose Maths and Mathematics Mastery Schemes as our learning framework.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. We undertook assessments in the Autumn term for all children to identify gaps in learning.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in a formal school setting for a number of months. A main focus across school on PSHCE and SMSC through mindfulness with Relax Kids, forest school, circle time etc. Provide regular opportunities for pupils to express feelings and anxieties and to ask questions

*(For some children)*

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through on-going assessment.

- **Additional time to practise basic skills.** This again will be dependent on the need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

## Barriers to learning

Barriers to getting pupils back on track:

- Loss of learning due to school closure
- Pupil attitudes to learning and resilience and stamina to access learning for longer periods of time
- Changes in behaviour, including anxiety, self-esteem and self confidence
- Pupils not being able to make links to previous learning
- Phonics knowledge and application for pupils in EYFS and KS1
- Foundations of learning in Early Years

## Planned expenditure for current academic year

Quality of teaching for all				
Action	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
High quality teaching through small targeted intervention groups in all KS2 classes (Y3,4,5 & 6)	<p>For targeted children to not fall behind more than one term.</p> <p>The outcome will be measured by termly attainment assessments &amp; progress measures set in line with prior attainment.</p>	<p>SLT will monitor interventions and rate of progress.</p> <p>Will also hold progress meetings with staff members to review the impact of the interventions and set future targets.</p>	CT & KO	<p>At the end of each term through progress meetings with class teachers &amp; intervention staff</p> <p>£17,910.87</p>
High quality teaching through 1:1 teaching of Early Reading and Phonics in EYFS & KS1	<p>For those children in Y2 who will sit their phonics in the Autumn Term.</p> <p>For children in EYFS &amp; Y1 to support with Early Reading</p> <p>The outcome will be that 90% of children will pass their phonics test.</p>	SLT will meet with the phonics lead to discuss targeted children.	KO & SLT	<p>Autumn 2020</p> <p>On going throughout the year</p> <p>£4619.00</p>

Total budgeted cost				24,014.87
Targeted support				
Action	Intended outcome and success criteria	How will you make sure it is implemented well?	Staff lead	When will you review this?
To deliver Third Space Learning to Y5 & 6 PPG children	For all children to make EXP progress or better from their starting point	CT will liaise with relevant staff and look at regular feedback from third space tutors	CT	Spring 2021
Total budgeted cost:				7506.00