



**Corpus Christi Catholic Primary School**  
**CATCH – UP Premium Strategy Statement**  
**2020-2021**



**OUR MISSION STATEMENT**

**WE LIVE OUR LIVES LIKE JESUS**

**This means we will:**

*Share the Gospel values of love, forgiveness and peace on our journey of faith.*

*Promote relationships based on trust and mutual respect for all.*

*Strive for excellence in all that we do.*

*Establish strong partnerships with our Parents, our Parish and the wider community.*

*Promote a welcoming, safe and secure environment.*

**Jesus is at the heart of all that we are and do together at Corpus Christi.**

1. Summary information					
School	Corpus Christi Catholic Primary School				
Academic Year	2020-2021	Total CP budget	£21.200	Date of most recent CP Review	23.09.20
Total number of pupils	299	Number of pupils eligible for Catch-Up Premium	265	Date for next internal review of this strategy Final Review Date	08.12.20 08.01.21 12.07.21

Covid Premium Strategy Statement
<p><b>Targeted Academic Support.</b></p> <p>Our aim is to support all children to catch-up on their academic achievement through well planned use of highly qualified adults who can remove the barriers to learning as a result of the Covid pandemic. Catch up funding has been used to employ additional adults so that targeted support can be developed. Additional targeted support will be offered to;</p> <ul style="list-style-type: none"> <li>• Children who were highlighted, following gap analysis assessments in the autumn 2020 as not being on the expected track to achieve their long term target.</li> <li>• In KS1 and EY, small group phonics and early reading teaching, using RWInc, based on on-going assessment, with the most experienced teacher working with the children who require support to close the gaps in their knowledge and application of phonics.</li> <li>• In KS1, maths is taught in smaller groups for 3 days per week, with a focus on developing secure maths skills. The most experienced teachers are deployed to work with the Year 2 children to continually assess and address misconceptions and support children to catch up in their maths knowledge.</li> <li>• In KS2, on 3 days per week, children are set for maths, so that learning can be targeted to close the gaps in key maths skills and knowledge.</li> <li>• Those children, needing additional support to catch up from their morning's learning, which may also include an element of pre-teaching for the next day in reading, writing or maths.</li> <li>• Additional interventions to secure phonics and reading skills are targeted at less confident readers in years 3 and 4, based on RWInc strategies and approaches.</li> <li>• RWInc and decodable books have been purchases so that children can embed their learning at home.</li> </ul> <p><b>Targeted emotional, social and behavioural support</b></p> <ul style="list-style-type: none"> <li>• Throughout Covid, records have been kept of children and families who have found things particularly difficult due to their vulnerability. The Family Support Worker continues to work with these families, offering support and advice to ensure attendance is high.</li> <li>• DSLs have high awareness of vulnerable families. The LA Link Co-ordinator meets with the Inclusion Leader to discuss shared concerns these are shared and discussed with the DSLs at the fortnightly Pastoral meetings.</li> <li>• ELSA offers support for emotional needs as required and all teachers place an emphasis on PSHE and circle times where children can share their feelings and anxieties.</li> <li>• Corpus Christi University has been introduced with a focus on enrichment, building resilience and confidence and shared sense of community.</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• NLE working in support of the school on the following areas: Curriculum Design; Assessment; Coaching for middle leaders; Governors</li> </ul>

2. Barriers to future attainment		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Loss of learning due to lockdown	
B.	Under developed learning behaviours impacting on pace of lessons.	
C.	Children’s confidence and resilience to tackle more demanding tasks weak.	
D.	Weaker Core skills – HW, Phonics, GPS, No facts – impinging on learning	
E.	Anxiety	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Attendance and disruption to learning	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps in learning are addressed and children have the skills to access the curriculum	<p>Pupils receive additional high quality support to enable gaps in their learning to be addressed, so that by:-</p> <ul style="list-style-type: none"> <li>- July 2021, evidence that 50% of children identified as not on track to make expected progress have caught up.</li> <li>- July 2022, evidence that all children identified as not on track to make expected progress have caught up.</li> <li>- July 2021, all children achieve targets based on their end of entry points for Autumn 2020</li> </ul>
B.	Through high quality teaching of reading and phonics pupils will develop strong skills in early reading enabling them to access the whole curriculum.	<p>By July 2021 Targets for Reading  EY – 80% achieve the ELG and 85% the phonic standard.  Yr1 –85% achieve the phonic standard  By the end of KS1 –93% achieved the phonic standard  By the end of Yr4 – XX% are working at an expected level and XX% at greater depth  By the end of Yr6 – XX% are working at an expected level and XX% at greater depth</p>
C.	Through high quality teaching in maths pupils will develop secure problem solving and reasoning skills and greater resilience when tackling challenging maths	<p>Pupils:-</p> <ul style="list-style-type: none"> <li>- Can solve problem solving and reasoning with confident strategies to tackle these types of questions.</li> <li>- Achieve targets based on their start points.</li> </ul>
D.	All pupils can access learning from home if required – See Remote Learning Policy and Plan	<p>Pupils</p> <ul style="list-style-type: none"> <li>- Can access technology to access learning from home</li> </ul>

		<ul style="list-style-type: none"><li>- Hard to reach families are supported to help their child learn whilst at home</li><li>- All families have access to devices to support learning</li></ul>
<b>E.</b>	Pupils emotional needs are met	Attendance is above 95% Pupils report that they feel safe and know how to access support if they need it.

#### 4. Planned expenditure

Academic year

2020-21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

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?
<p>Pupils make accelerated progress in reading, writing and maths.</p> <ul style="list-style-type: none"> <li>Improve the effective use of assessment to adapt the level of challenge in lessons, provide timely support and maximise teaching and learning time.</li> <li>Gaps in knowledge, skills and understanding are addressed promptly through the use of catch-up teaching, pre-teaching and targeted support</li> <li>All staff have thorough knowledge and understanding of the greater depth standard in reading, writing and maths and can plan/assess accordingly.</li> </ul>	<ol style="list-style-type: none"> <li>EY and KS1 adopt RWInc to promote early reading and secure phonics skills.</li> <li>Phonics groups are reviewed weekly to identify and support pupils who are falling behind and require targeted interventions.</li> <li>2 additional HLTAs are employed to support classroom learning and provide targeted support for phonics groups.</li> <li>HLTA/ Teacher employed to enable KS2 to create 4 maths groups, 3days per week, across the phase so that learning is directed at year groups.</li> <li>UKS2 and KS1 Teachers to attend accelerating progress training from PCC – strategies and approaches cascaded to other colleagues</li> </ol>	<p>Sutton Trust evidence shows that feedback within lessons given to the learner and/or the teacher about the learner’s performance relative to the learning goals which then redirects or refocuses learners.</p> <p>High quality inclusive teaching coupled with high expectations is proven to be have a positive impact on pupil achievement.</p> <p>RWInc has a proven track record of accelerating progress and securing early reading and phonics skills.</p>	<p>Half termly pupil progress discussions to review progress of groups, esp focused on those who have lost learning during lockdown</p> <p>Monitoring by SLT (plus external advisors) to benchmark progress.</p> <p>RWInc lead to regularly work with staff to ensure teaching is of high teaching.</p>	<p>Lead Practitioners</p>	<p>Nov 2020 Jan 2021</p> <p>2 x HLTAs £11000</p> <p>RWInc Resources - £1000</p>
<b>Total budgeted cost</b>					£23,000

##### Impact review – evaluation and amendment to plan

2 x HLTAs have been recruited for KS1 – supporting good progress and providing firm foundations for the future

No suitable teacher applications received for KS2. Therefore school is reviewing approach and recruiting HLTA to support catch up

<b>ii. Targeted support</b> Improve progress of pupils eligible for in reading, writing, maths, emotional literacy and speech and language the curriculum					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Yr1.2</b>	RWInc delivered by class teachers and HLTAs  Intervention groups taught by HLTAs to ensure children catch up and keep up	Evidence based research (Sutton Trust):  Evidence suggests that a rigorous focus on phonics and secure early reading skills has a positive impact on children's progress and outcomes.	Entry and exit data- record of children's reading progress at beginning and at end of interventions. Dedicated time for staff to carry out interventions.  Half termly pupil progress discussions to review progress and identify next steps.	Lead Practitioners to monitor and report progress of all individual pupil premium pupils  Class teachers Highly trained HLTAS	Nov 2020 Jan 2021  Costs – as above
<b>Yr3.4</b>	RWInc – target group  Reading and Maths interventions Same day interventions delivered by class teachers and HLTA - Catch up and pre teaching used promptly and addresses misconceptions and gaps in learning.	Evidence indicates that in areas like reading and mathematics one-to-one tuition can enable learners to catch up with their peers. (Evidence based interventions)		Class teachers  HLTA	
<b>Yr5.6</b>	Same day interventions delivered by class teachers and HLTA - Catch up and pre teaching used promptly and addresses misconceptions and gaps in learning.			Class teachers  HLTA	
<b>Emotional Literacy</b>	ELSA support for identified children	Research indicates that children's emotional well-being can have a significant impact on their ability to learn.	Inclusion Leader and Class Teachers will evaluate how effectively children with ELSA support can transfer skills into the classroom.	Inclusion Leader  Family Support Worker	
<b>Total budgeted cost</b>					<b>£23,000</b>

**Impact review – evaluation and amendment to plan**

Dec 20 – RWInc has been implemented and outcomes are improving. Return to school and Nov assessment in phonics showed all Yr2 children had made significant progress with scores increasing.

KS2 – Work scrutiny has shown that children’s stamina and content in writing has improved, with many gaps in their grammar skills addressed

**iii. Other approaches**

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?
Remote learning plan – reduce the amount of learning that is lost due to self-isolation or partial or full school closure	School will use Google Classroom (yr1-6) and Tapestry (YrR) to provide learning activities for children who are unable to attend school.	DFE have clear expectations of school’s about supporting children’s learning.	SLT will monitor the work that is provided to ensure it matches the curriculum and the uptake and completion.	SLT	Nov 2020 Jan 2021
Mental health and well-being	During the return to school classes have spent more time on PHSE and SEMH to support the children’s emotional well-being Family Support Worker and experienced TA available at lunchtime to support children Family Support Worker supporting identified children through ELSA		Inclusion Leader monitors the work of the Family Support Worker/ELSA  Family Support Worker reports concerns related to attendance and emotional well-being to DSL, HT and Inc L. Strategies and approaches agreed	Inclusion Leader	Sept 2020
<b>Total budgeted cost</b>					£ -

**Impact review – evaluation and amendment to plan**

Dec 2020

Since Nov 3<sup>rd</sup> 2020 – one Yr5/6 have been taught remotely as the teacher is shielding. Remote learning plan has been implemented. The high quality support of the HLTA has supported the children’s learning

Children are well supported and access support when needed from their class teacher or ELSA.

<b>Total budgeted cost</b>					£23000  CCPremium - £21,200 Sch Budget - £1800
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