



St Nicholas Church of England Primary Academy
Catch up premium strategy statement

School overview

Metric	Data
School name	St Nicholas Church of England Primary Academy
Pupils in school	205
Proportion of disadvantaged pupils	38% (74 pupils)
Proportion of vulnerable pupils	34% (60 pupils)
Catch up premium allocation	£15,840
Academic year or years covered by statement	September 2020 – July 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Trustees Infinity Academies Trust
Catch up premium lead	F. Booth
Governor lead	Mrs S. Brackenbury

Baseline data for school

Measure	% pupils currently ARE
Reading	
Writing	
Maths	

Strategy aims for catch-up pupils (list main priorities here then split into 3 areas below)

Measure	Activity
Priority 1	To ensure that all pupils, particularly those who are disadvantaged or vulnerable, are able to engage and make progress in their learning again.
Priority 2	Ensure our staff are provided with continued high quality CPD and the resources they need to fulfil both the new and existing needs of our children, with greater emphasis on how to provide ongoing support for parents to improve home-school links.
Priority 3	To strengthen our school offer with a focus on physical and mental health and well-being.



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Barriers to learning addressed by priorities	- Pupils have been affected in many different ways. Impact can be seen in academic development and SEMH development and physical development. Some new barriers to learning have emerged and in many cases existing ones have been exacerbated. - More pupils with gaps in knowledge: vocabulary/ place value/ 4 operations/ social engagement/ recall and retrieval of basic literacy and numerical skills - Low oracy and poor language skills (particularly in EYFS & KS1) - Inequality in relation to support from home - Mental and physical impact of time away from school has affected our children in different ways. - Lack of routine, structure and consistency - Lack of regulation of emotional needs for greater %age of pupils
Projected spending	£15,480

Based on EEF Recommendations, strategy will take a 3-tiered approach:

1. Teaching and whole school strategies
2. Targeted Support
3. Wider Strategies

Teaching and whole school strategies (Quality First Teaching)

Aim (what we want to improve)	Activity (how this will be achieved)
Priority 1: QFT/ Wave 1 interventions	Quality First Teaching is underpinned by clearly defined formative assessment practice, which is further enhanced through evidence informed CPD. - Additional intervention delivered by TAs provided regular and precise formative assessment for teacher. - AHT, Senior Teacher and HT give weekly TOAP feedback to enhance provision and offer bespoke CPD in order for the curriculum to be skilfully adapted and supported. - Subscription to Times Table Rockstars, Nessy and RWInc Spellings Y2-6
Priority 2: Curriculum, CPD and engagement from home	A revised, broad & balanced curriculum with a focus on speaking/ listening and vocabulary acquisition. - Additional Key Stage 2 Phonics interventions provided by Teaching Assistants to target specific Y3/ 4 pupils



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	- Lesson structure of core subjects adapted to allow for increased time to be spent on teaching the skills of speaking/ oracy and listening - Regular high-quality communication between home and school around learning for pupils - Specific needs identified and communicated by SENDCo and Learning Mentor as appropriate
Priority 3: To strengthen our school offer with a focus on physical and mental health and well-being.	• Regular mindfulness and wellbeing sessions in addition to RSHE curriculum • Purchase Reflection & Gratitude Journals for all children to use on a daily basis in conjunction with worry dolls that were sent home during lockdown • Children attending school in PE kits in order to maximise learning time during PE lessons • All Collective Worship involves a minimum of 6 minutes active dance to worshipful songs • Outdoor reflections areas developed in every area of school so that all children can engage in physical play
Barriers to learning these priorities address	• Pre-existing gaps have widened for some pupils meaning whole class teaching needs to be skilfully adapted and supported. • Speaking and listening, particularly vocabulary, sits at the heart of acquiring knowledge and reconnecting to learning. • Anxiety and emotional barriers • Parental engagement in home learning and communication opportunities
Projected spending	Whole class resources £4400 Curriculum adaptations (incl. visits/ visitors) £1000

Targeted academic Support

(e.g. 1:1 tutor, additional interventions outside school hours, small group)

Aim	Activity
Priority 1: QFT/ Wave 1 interventions	To close pupils' gaps in knowledge through targeted wave 2 or 3 interventions. Christmas gift pack to all pupils to include resources to support learning in Reading, Writing, Maths & PE at home Shared Teaching Assistant hours across year group pairs Specialist intervention books (Power of 2, Toe by Toe, Colourful Semantics, NELI – Nuffield Early Language Intervention)
Priority 2: Curriculum, CPD and engagement from home	To strengthen the teaching capacity through additional Teacher/TA support and specific learning resources.



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	Additional Teaching Assistant in EYFS Specialist intervention books (Power of 2, Toe by Toe, Colourful Semantics) Additional teacher across UKS2 Bespoke training package for all staff from STT
Priority 3: To strengthen our school offer with a focus on physical and mental health and well-being.	Specific Learning Mentor led sessions with targeted pupils
Barriers to learning these priorities address	- Additional small group/ 1:1 intervention will target more pupils who have fallen behind in the core skills of Maths and Reading. - Staffing is strengthened so that additional intervention does not weaken QFT in the classroom. - Pupils have the concrete apparatus to rebuild their knowledge and grasp concepts. - Targeted resources facilitate interventions - Gaps in RWM addressed by intervention TAs and additional catch up sessions - Well-being and motivation of pupils addressed - Providing opportunities, to be undertaken by our children, which counteract the lack of life experiences.
Projected spending	Intervention books and resources for home £3000 Additional Adult support £5000

Wider strategies (e.g. additional adults to relieve school staff, well-being activities, home learning books)

Aim	Activity
Priority 1	To provide pupils with targeted home-home learning books to use as home-learning opportunities for post-learning - CGP Catch Up Books R-6 (Reading, Handwriting & Maths) - Breakfast packs available to all families
Priority 2: Curriculum, CPD and engagement from home	To further enhance and provide opportunity for physical and emotional well-being activities throughout the school. - Timetable adaptation to allow for an afternoon per week to be used as a 'well-being' session - Christmas Gift pack resources - Additional Fitness/Clubs at lunchtime that are followed up on at home



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	- Further resources for Lego therapy/social interventions - Learning mentor part of the mental health team pilot
Priority 3: To strengthen our school offer with a focus on physical and mental health and well-being.	• Purchase of learning mentor resources • Development of resources on school website • Funding of enrichment experiences and activities for pupils once COVID restrictions allow (to be reviewed)
Barriers to learning these priorities address	• Children with gaps in phonic knowledge and or vocabulary. • Rebuilding and reconnecting knowledge. • Supporting pupils with social, emotional and physical activities.
Projected spending	Catch up Books- £2000 Learning Mentor Resources- £300

Monitoring and Implementation

Focus Aim	Challenges / Barriers	Mitigating action
Teaching	Adaptation and modification of lesson content.	Additional intervention provided by TA. Purchase of additional reading books to supplement existing scheme.
Targeted support	Gaps in knowledge as a result of time missed.	Additional adult support dedicated to deliver catch up.
Wider strategies	Greater need for social and emotional support and intervention for more pupils.	Additional interventions and support at playtimes and lunchtimes targeted to social and emotional interventions.

Impact: Review aims and outcomes.

Aim	Outcome