



Catch-Up Strategy update – 2022-23

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Overview - Tiered Model – 2022/23

	Aims	Links to ongoing school improvement
Teaching and learning (Wave 1)	<ul style="list-style-type: none"> • Clear transition to ensure vulnerable or otherwise disadvantaged pupils are identified early to new teachers • Continued CPD for teachers and support staff with a focus on Quality First Teaching • Embed KPS curriculum with a further emphasis on planning outcomes and ongoing assessment opportunities • Fully embedded assessment cycle for all year groups, making best use of formative and summative assessment opportunities • Phonics programme is fully embedded, including teaching and interventions required after year 1 • Embed teaching of a systematic approach to the teaching of vocabulary across the school • Fully embedded use of digital technology to improve home learning and parental engagement • Robust monitoring from leaders of all levels to ensure consistency and identify where support is required. 	<ul style="list-style-type: none"> • Linked with SIP (summer 2022 onwards) • CPD programme updated to include more focussed session each week for each teaching phase • SIP link to assessment and curriculum • ALS programme fully validated • Successful approach to explicit teaching of vocabulary to continue, now monitored by English subject leadership • Google Classroom and learning apps widely used with good buy in from parents • Developing leaders is a key part of the SIP
Targeted academic support (Wave 2/3)	<ul style="list-style-type: none"> • One to one reading with support staff for all pupils every week • Continued investment in apps and other subscriptions for use in school and at home • Investment in training and materials for additional TAs on targeted English and Maths interventions • Tuition sessions planned using School-Led Tutoring Grant aimed at vulnerable and disadvantaged learners who require support to catch up. 	<ul style="list-style-type: none"> • Very successful intervention to identify pupils in need of additional support • Bug Club and Mathletics used for targeted home learning and in homework clubs • Catch-Up Programme has been successful – aim to train more staff this year, including for a pilot programme including EYFS • 2021-22 Tuition outcomes were strong. Similar model to follow in 2022-23
Other Strategies	<ul style="list-style-type: none"> • Full programme of after school clubs, including academic and non-academic groups. • Targeted support for families whose child(ren)'s attendance is a cause for concern, particularly persistent absentees. • Remote learning strategy is embedded and used more widely for communication with parents and to provide learning support • KPS curriculum is planned with a specific focus on our context and children's experiences • A continued focus on physical and mental wellbeing with a whole school food policy, daily mindfulness practice and extended PE lessons. • Emotional support for children through counsellor and Mental Health First Aid training for all staff. • Provision of technical support for disadvantaged families through devices for use at home or access to computers to use through homework clubs. 	

Additional Funding 2022-23

RECOVERY PREMIUM			
SUMMARY INFORMATION			
Total number of eligible pupils:	105	Amount of catch-up premium received per pupil:	£145
Total Recovery Premium:	£15, 225		

SCHOOL-LED TUTORING GRANT					
SUMMARY INFORMATION					
Total number of eligible pupils:	100	Number of funded hours:	1500	Allocation (60% of total expected costs):	16, 200
Total School-Led Tutoring Grant:	£16, 200 <i>100% of costs would be £27, 000. School to top-up funding using recovery premium</i>				

Strategy Statement

STRATEGY STATEMENT

Priorities

- Targeting individual pupils or groups who require additional support to reach age-related expectations.
- Ensuring that the relationship between home and school is strong, resulting in a) improved attendance and b) parents having the resources to support their child at home
- Ensure that disadvantaged or otherwise vulnerable pupils maintain rates of progress in line with their peers

Core approaches to implement

- Continued investment in small-group tuition, following the model we used successfully during 2021-22.
- Continued investment in Catch-Up Numeracy and Literacy intervention programmes
- Continued subscription to learning apps and other resources such as workbooks to be used at home to help parents to support pupils with key skills (English, Maths)
- Increased engagement with parents through workshops, meetings and provision of resources

Overall aims of our catch-up strategy

- To raise the attainment of all pupils to pre-pandemic levels
- To further reduce and eventually eradicate the attainment gap between vulnerable and disadvantaged pupils and their peers
- To improve whole-school attendance levels to pre-pandemic figures

How the effect of the spending will be assessed

- Internal data will be used to show impact on individuals of targeted academic support
- Termly and end-of-year outcomes for cohorts and key groups
- Whole-school and group attendance data

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Reading – (KS2 attainment data over time)
B	Writing – higher levels of attainment (end of KS2 data, internal data)
C	Gap between disadvantaged pupils and their non-disadvantaged peers (end of KS2 data, families of schools database)

ADDITIONAL BARRIERS

External barriers:

D	Parental engagement and ability to support pupils with home learning
E	Attendance – term time holidays and other factors
F	Increased need for emotional support and mental well-being for pupils and families

Planned expenditure for current academic year (Recovery Premium)

Whole school support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Continued subscription to home learning apps – Mathletics and Bug Club	<ul style="list-style-type: none"> All pupils regularly access learning apps for Maths and Reading. Teachers use online learning to set homework and track pupils' progress All pupils engage with key skills and make expected or better progress in Reading and Maths Parents have increased confidence in supporting children with home learning Even more pupils can access the apps through homework clubs 	EEF's COVID-19 support guide for schools <ul style="list-style-type: none"> Importance of supporting parents and carers Will improve communication between home and school Providing additional resources, with support and guidance, may be helpful. These apps will also give parents strategies and advice for working with their child eg how to support them with reading 	<ul style="list-style-type: none"> Communication with families to ensure that pupils know how to use the resources Monitor use of resources for individuals, classes and cohorts 	JB	Termly
				Total budgeted cost:	£ 3, 500
Bug Club – whole school Reading - £1, 100 Mathletics – whole school Maths – £2, 268					

Targeted Academic Support (Intervention training)					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Training additional Teaching Assistants on Catch-Up Literacy and Catch-Up Numeracy Interventions	<ul style="list-style-type: none"> Pupils who have fallen behind in key skills are given additional support to help them to catch up Pupils in these groups make accelerated progress and are better equipped to participate in Wave 1 teaching and learning 	<p><u>EEF guidance</u></p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy.</p>	<ul style="list-style-type: none"> Follow DFE and EEF guidance in terms of planning, delivering and monitoring interventions. <p><i>(Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.)</i></p> <ul style="list-style-type: none"> Use of internal pupil data, including contextual information, will be used to select and assess pupils' suitability 	JB	Termly
				Total budgeted cost:	£900
<p>Catch-up Literacy – whole school intervention – Training and resources £450 per staff member</p> <p>Catch-up Numeracy – whole school intervention – Training and resources £450 per staff member</p> <p>Possible funding for Catch-Up through EYFS pilot programme</p>					

Targeted support (Tuition)					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Small-group tuition to be delivered in two ways:</p> <p>a) An external tutor delivering tuition as intervention groups</p> <p>b) KPS staff delivering tuition as out-of-school clubs</p>	<ul style="list-style-type: none"> • Pupils who require additional support to reach or consolidate age-related expectations are chosen • Pupils in these groups make accelerated progress and are better equipped to participate in Wave 1 teaching and learning 	<p><u>EEF guidance</u></p> <p>There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch-up strategy.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.</p>	<ul style="list-style-type: none"> • Follow DFE and EEF guidance in terms of planning, delivering and monitoring interventions. • Use of internal pupil data, including contextual information, will be used to select and assess pupils' suitability • Ensure the 'three-way communication' between tutor, teacher and pupil is consistently implemented 	JB	Termly
Total budgeted cost:					£10, 000

ADDITIONAL INFORMATION

The decisions on spending outlined in this document have been allocated based on DFE guidance and the relevant EEF guidance. We have taken into account our whole-school contextual information, for example, identifying gaps between disadvantaged pupils and their peers using the EEF families of schools database. Identifying individuals and groups for targeted support will be done using internal baseline assessments and other 'soft' evidence, such as pupil interviews, parental engagement and access to remote learning.

Our implementation and monitoring of the effectiveness of our chosen strategies will closely follow the guidance given by the EEF documentation.