Khalsa
VA Primary School

Catch-Up Strategy update – 2021-22

Contents

together we shine

Overview - Tiered Model – 2021/2022

Teaching and learning **(Wave 1)**	• 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 • Strategic approach to assessment, including baseline assessments which inform and shape future planning • Phonics and reading assessments to identify needs • Embed teaching of a systematic approach to the teaching of vocabulary across the school • Embed and consolidate and improved 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.
Targeted academic support **(Wave 2/3)**	• One to one reading with support staff for all pupils every week • Investment in apps and other subscriptions for use in school and at home • Additional teacher support in years 5 and 6 to support targeted groups of children • Investment in training and materials for additional TAs on targeted English and Maths interventions • Tuition sessions planned using School-Led Tutoring Grant and National Tutoring Programme, aimed at vulnerable and disadvantaged learners who require support to catch up.
Other Strategies	• Full programme of after school clubs, including academic and non-academic groups. • 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. • Mindfulness sessions extended to EYFS and KS1, with pupils being trained as Mindful Leaders to deliver sessions in KS2 • 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 2021-22

Recovery Premium 2021-22

SUMMARY INFORMATION			
Total number of eligible pupils:	88	Amount of catch-up premium received per pupil:	£145
Total Recovery Premium:	£12, 760 To be received in 4 tranches • September 2021 = £3, 190 • December 2021 = £3, 190 • April 2022 = £3, 190 • June 2022 = £3, 190		

School-Led Tutoring Grant 2021-22

SUMMARY INFORMATION			
Total number of eligible pupils:	53 (60% of PPG)	Amount of catch-up premium received per pupil:	£202.50
Total School-Led Tutoring Grant:	£10, 732.50 To be received in 3 tranches: • September 2021 = £3130.33 • December 2021 = • April 2022 =		

Strategy Statement

STRATEGY STATEMENT – RECOVERY PREMIUM SPENDING

Catch-up priorities

- Targeting individual pupils or groups who require additional support to catch-up with learning following COVID closures and lockdowns.
- Giving parents resources to support their child at home to a) catch up in key areas b) supplement school work with high-quality home learning to ensure that learning is consolidated
- 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 2020-22 with sessions taking place outside of school time and delivered through the National Tutoring Programme and/or the School-Led Tutoring Grant.
- 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)

Overall aims of our catch-up strategy

- To reduce the attainment gap between vulnerable and disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

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 will also be a measure of the impact of the spending.
- For investment in home learning (apps, books), the effect of the spending will be measured by data on class participation and engagement

Related documentation:
Catch-Up strategy statement 2021-22
Catch-Up strategy action plan
Pupil Premium strategy 2021-22
Financial allocation documentation – Recovery Premium and School-Led Tutoring Grant
Whole-School tuition records

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Reading – (end of KS2 attainment data)
B	Gap between disadvantaged pupils and their non-disadvantaged peers (end of KS2 data, families of schools database)
C	Attainment and progress of higher attaining pupils (Ofsted report, end of KS2 data, internal data)

ADDITIONAL BARRIERS

External barriers:

D	Parental engagement and ability to support pupils with home learning
E	Access to and engage with remote learning
F	Attendance – further COVID cases for pupils and families

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 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.