

Chetwynd Primary Academy

Catch Up Strategy Statement 2020-2021



1. Summary Information			
School	Chetwynd Primary Academy		
Academic Year	2020 - 2021	Date of Review	September 2021
Total Number of pupils eligible for £80 funding	421	Total Catch Up Funding Budget	£33,680

2. Guidance
<p>School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil from reception to year 11 inclusive.</p> <p>Similar to the pupil premium, schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis.</p> <p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p>

3. Recommendations
<p>The EEF (Education Endowment Foundation) makes the recommendation to use the funding in a tiered system comprising of:</p> <ol style="list-style-type: none">1. Teaching (e.g. CPD and support for early career teachers, assessment and remote learning)2. Targeted academic support (e.g. structured intervention, small group tuition, one to one support and support of Teaching Assistants).3. Wider Strategies (e.g. Sustaining parental engagement, social and emotional learning, reinforcing behaviour routines, breakfast clubs).

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Planned Strategies		
1. Quality of Teaching		
Identified Need	Intervention Strategy and cost	Desired Impact
Identifying those children who have fallen behind their expected progress and attainment targets due to the school closures in 2020	Rapid assessment of pupil performance and use of PIRA, PUMA and GAPS in the autumn term (and SATS papers for Year 6). Phonics assessments in Years 1 and 2	All children assessed in reading, writing, and maths for gaps in learning Year 1 and 2 children assessed in phonics
	Data analysis by standards leaders and senior leaders (release time)	Individual children and groups of children identified for intervention
Identifying children whose mental health has been impacted by the school closures	Focused CPD training for staff (release time and course costs)	Children identified who require further support with mental wellbeing
Improving the delivery of mental wellbeing within the curriculum	Mental First Aid training for staff Purchase Mental First Aid resources/books Purchase picture books that highlight children's mental health and wellbeing Utilise resources on SCARF for PSHE lessons	Staff more knowledgeable about and confident in the delivery of mental health strategies
Need for children to build independence and metacognitive strategies in preparation for remote learning	CPD for staff on evidence-based strategies – Research Informed Masterclass (£95) Resource purchase	Staff more confident in remote learning delivery and metacognitive strategies built into teaching and learning



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2. Targeted Academic Support		
Identified Need	Intervention Strategy and cost	Desired Impact
Gaps in learning of some pupils, especially in basic punctuation and Grammar, Mathematical Fluency	Breakfast Booster clubs led by Teaching Assistants	Gaps in learning closed
	Additional phonics sessions delivery by staff	Gaps in learning closed
Greater Depth performance impacted by school closures	Breakfast Booster clubs led by Teaching Assistants	More children on track to achieve Greater Depth in reading, writing and maths - closing the gap
	CPD training for staff and parents (see also 'wider strategies') for GD in reading, writing and maths	
3. Wider Strategies		
Identified Need	Intervention Strategy and cost	Desired Impact
Access to technology for mental wellbeing	<p>Investigation into relevant apps to support mental wellbeing of children</p> <p>Purchase of relevant apps - add to ipads, share with parents</p> <p>Training to support inclusion of apps in support sessions for children</p> <p>Teaching Assistants to work 1:1 with children during wellbeing sessions</p>	Appropriate apps purchased and used confidently by staff and children to improve mental wellbeing

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<p>Improving/developing parental knowledge of the curriculum delivered in school</p>	<p>Knowledge organisers for all subjects updated and shared with parents (release time)</p> <p>Powerpoints and recorded zoom training for parents' CPD (release time required)</p> <ul style="list-style-type: none"> - Rainbow Grammar strategies - Grammar knowledge - Maths strategies - Reading - Sounds and Syllables - Phonics - IT and E-safety - 	<p>Parents feel more confident and knowledgeable to support children if remote learning is required</p>
<p>Negative impact on mental health of some pupils and their social interactions</p>	<p>Casey Counsellor employed one day per week</p>	<p>Opportunity for young children to receive professional, effective support in relation to their mental health and become able to use strategies to look after their own mental wellbeing.</p>
	<p>Purchase of ear defenders Purchase of wobble cushions Purchase of 'fiddle' toys Purchase of tents for Harbour to provide a 'safe' space</p>	<p>Children feel supported and positive within the school context</p>
	<p>Increased number of nurture interventions led by teaching assistants</p>	<p>Children given opportunity to explore their emotions and build and strengthen social relationships with their peers</p>