



**Thoresby Primary School  
Catch Up Plan 2020-2021**

**In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Thoresby Primary School based on eligible pupils is £40 000.**

**The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.**

**In summary, the EEF projections for the impact of widespread school closures identify;**

- **The disadvantaged attainment gap widens**
- **Assessment of lost learning is crucial**
- **Targeted support in addition to wider school initiatives are required**
- **Absence rates upon return are crucial**

**Effective home learning programmes have been found to mitigate the impact. HCAT provided a standard home learning offer for all pupils. There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.**

**The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and trustees of the impact it has on pupil achievement.**

## Catch Up strategy statement (primary)

1. Summary information					
<b>School</b>	Thoresby Primary School				
<b>Academic Year</b>	2020-21	<b>Total catch up budget</b>	£40 800		
<b>Total number of pupils</b>	533				

### Identified Vulnerable groups for gaps in skills and knowledge upon return in September 2020

Vulnerable group	Number in each Yeargroup	Rationale for vulnerability
PA	Y6 x 14 Y5 x 10 Y4 x 12 Y3 x 9 Y2 x 5 Y1 x 12	Previous PAs are more likely to find the transition back to full time learning difficult.
Poor engagement through lockdown	Y6 x 12 Y5 x 19 Y4 x 13 Y3 x 6 Y2 x 7 Y1 x 13	Poor prior engagement raises likelihood of increased gaps in knowledge.
CP/ Well being	Y6 x 10 Y5 x 22 Y4 x 12 Y3 x 9 Y2 x 6 Y1 x 6	Reduced capacity for pupils being in a secure 'state' for learning based on evidenced research (neural pathways).
Disadvantaged	Y6 x 15 Y5 x 14 Y4 x 9	Education Endowment Fund research findings that disadvantaged pupils likely to be greatest affected academically through lockdown.

	Y3 x 16 Y2 x 11 Y1 x 9 FS2 FS1	
SEN	Y6 x 10 Y5 x 6 Y4 x 10 Y3 x 3 Y2 x 4 Y1 x 6	Home Learning materials less likely to fully meet their individual needs.
LAC	Y6 x 2 Y5 x 1 Y4 x 1 Y3 x 0 Y2 x 1 Y1 x 1 FS2 x1	Reduced capacity for pupils being in a secure 'state' for learning based on evidenced research (neural pathways).
Prior low attainment (below in more than one curriculum area)	Y6 x 22 Y5 x 22 Y4 x 21 Y3 x 15 Y2 x 19	Those with low prior attainment already have significant gaps in knowledge which are likely to have increased further through lockdown.

**By Yeargroup according to vulnerability to catch up**

	Y6	Y5	Y4	Y3	Y2	Y1
PA	14	10	12	9	5	12
Poor engagement	12	19	13	6	7	13
CP/ Well being	10	22	12	9	6	6
Disadvantaged	15	14	9	16	11	9
SEN	10	6	10	3	4	6
LAC	2	1	1	0	1	1
Prior low attainment	22	22	21	15	19	N/A
Combined Barriers	99	94	78	58	53	

**2. Barriers to catch up (attainment)**

**In-school barriers** (issues to be addressed in school, such as poor oral language skills)

**A.** Issues with attendance and punctuality

<b>B.</b>	Prior low attainment	
<b>C.</b>	Y4 identified as having a high number of pupils vulnerable to social and emotional issues	
<b>D.</b>	FS2 high number of EHC pupils/ Y1 identified as missing reading lessons at a significant stage of their development	
<b>External barriers</b> ( <i>issues which also require action outside school</i> )		
<b>E.</b>	Pupils who are transient	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All pupils attend in line with all pupils nationally and be punctual for school	Attendance % matches or exceeds national Internal records indicate that punctuality is improving
<b>B.</b>	Pupils who have prior low attainment demonstrate rapid progress	% of Pupils with identified low attainment reduced to match/ exceed national
<b>C.</b>	Y4 pupils (identified as a high number of vulnerable pupils) respond positively and are well integrated to school life	% of Y4 pupils requiring additional support reduced over the year
<b>D.</b>	FS2/Y1 at ARE	ARE matches/ exceeds national
<b>E.</b>	Transient pupils perform inline/ above stable population	% of transient pupils at/ exceeding ARE at / above national

**Planned expenditure**

**Academic year  
2020 - 2021**

The plan below outlines how the use of Catch-Up funding improves classroom pedagogy, provide targeted support and support whole school strategies.

**1. Quality of teaching for all (Quality First Teaching) WAVE 1**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>EEF Research link</b>	<b>Implementation date</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Costings</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>	<b>Evaluation</b>
All pupils attend school and are punctual	Extension to well-being team to include additional attendance officer support  Whole school attendance focus	EEF Impact of School Closures 2020	From September (ongoing)	Anticipated PA/ lates to increase due to parent/ pupil anxiety	AHT E Sirel overview	£8300k	AHT (ES)	Initially weekly – extending to fortnightly during Autumn 2	
All pupils regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day	Character skills and attributes explicitly identified and praised across whole school (perseverance, determination) through Preparation for Life programme  Character skills interwoven through lessons with focused praise from adults  New behaviour policy developed further with pupils/ parents – clear expectations and class management techniques	EEF Improving Social and Emotional Learning in Primary Schools	September (ongoing)	All pupils (including those who have attended school during lockdown) have experienced reduced curriculum timings/ lower levels of learning support.	Staff CPD character education  Staff CPD adapted lesson planning and classroom management techniques post lockdown  New behaviour policy shared and agreed by all	£1k	HoS (CC)	Week 4 – intention of moving to fully integrated p provision by week 7.	

<p>All pupils have sufficient opportunity to access regular basic skills revision and instruction</p>	<p>Revision to timetable of school day for first 4 weeks  Daily quality 1<sup>st</sup> teaching intervention. To include 15 minute sessions in addition to daily English / maths lessons on; Reading (when possible to an adult/peer) – focus decoding  Spelling lessons (not Spelling Shed) (incorporating handwriting practice)  X Tables lesson (not TT rockstars)  SAFE curriculum (Sequential, Active, Focused, Explicit) with an emphasis on quality over quantity, brief and regular sessions  Other subjects protected in weekly timetable particularly PE (Daily 10 min Move It) PSHCE, Science and theme  Links made (where possible) to practise basic skills in other subjects eg.measuring in science, diary writing in history (these will not negate the subject specific lesson objectives)</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools</p>	<p>September</p> <p>Throughout Autumn term</p>	<p>Assumption that all pupils have increased gaps in skills and knowledge due to lack of daily practice  Quality reading opportunities identified by school as key deficit area during lockdown.  Evidence – how the brain works - short, intense bursts</p>	<p>Effective communication with all staff of whole school expectations</p> <p>Reading records</p> <p>Lesson 'drop ins'/ staff feedback</p> <p>Lesson planning demonstrating two pronged objectives</p>	<p>N/A</p>	<p>AHT Phase leaders</p>	<p>Week 4 review and evaluate – intention to go no longer than Autumn</p>	
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All pupils have sufficient opportunity to access regular basic skills revision and instruction	TT Rockstars and spelling shed purchased to be used outside lesson time – before / after school clubs' set as homework		From September 2020	X tables and spelling identified as a whole school priority prior to lockdown	Clear expectations to all staff that programmes are for outside lesson time	£1k	SDL – X table lead RB– Spelling lead	Monitor take up and opportunity for pupils half termly House Competitions	
All pupils have sufficient opportunity to access regular basic skills revision and instruction	Home learning resources purchased (hard copies) and Purple Mash learning platform	EEF Meta-cognition Guidance Report Following Home Learning principles of; Activate Explain Practice Reflect Review	From September 2020	Pupils will need home learning materials from first day of absence	Class teacher overview for each pupil	£1k books £1.5k Purple Mash	AHTs	Termly	
Gaps in knowledge and skills are accurately identified	Assessment screening undertaken in appropriate yeargroups for phonics, spelling - PIRA and PUMA undertaken	Measurable score to previous measures	Last week in September	Staff need accurate information around gaps to inform planning and intervention	Standardised screening across yeargroups	N/A	AHT Assessment lead, AHT curriculum (planning)	Within first 2 weeks	
All pupils rapidly recover reading skills (including phonics) so they meet or exceed ARE	EYFS/ KS1 recap training in phonics – whole class approach with targeted support  Whole staff recap – Thoresby reading teaching sequence – adjust proportion of decoding / comprehension	NFER / EEF research paper – lockdown impact on phonics	September  October	Reading identified as key area of vulnerability due to lockdown	Teaching sequence has proven track record of success	N/A	Phonic lead Reading lead	After week 4 – assessment and further screening	

	accordingly to pupils' identified gaps  HCAT catch up programme followed		September						
All pupils rapidly recover Writing skills so they meet or exceed ARE	Whole staff recap – Thoresby writing teaching sequence – adjust proportion of composition and sentence structure accordingly.  HCAT catch up programme followed.	TALK for writing	November  September	Writing identified as key area of vulnerability due to lockdown	Teaching sequence has proven track record of success	N/A	Writing lead		
All pupils rapidly recover maths skills so they meet or exceed ARE	Whole staff CPD on new approach to teaching of maths from external consultant (Effective Maths) with follow up visits.  HCAT catch up programme adapted in line with staff training	EEF mastery learning	September	Maths identified as key area of improvement	Whole school review of the teaching of maths undertaken prior to lockdown	£6k	Maths team	Ongoing over year	
Reading books	Provide and replenish stocks of high quality home school reading books to practise skills at appropriate level.		September / October following amnesty	Focus on fluency, particularly in EYFS/ KS1	All pupils able to access high quality reading material	£4k	FS (Reading lead)	By Oct half term	
<b>2.</b>	<b>Targeted support WAVE 2/3</b>								
<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</b>		<b>Staff lead</b>	<b>When will you review implementation ?</b>	



					implemented well?				
Pupils in identified vulnerable groups rapidly recover lost gains in learning through lockdown	ASA targeted support in reading (including phonics), writing (including GPS and handwriting) and maths across the school for pupils highlighted through screening, TA and belonging an identified group.	EEF Making best use of TAs	September-July (afternoons)	Identified vulnerable groups are more likely to require additional support outside of lesson time	Targeted support out of Quality 1 <sup>st</sup> designated English and maths lessons  Bespoke support programme overseen and devised by	£18k	ES	Half termly monitoring	
Pupils in identified vulnerable groups supported socially and emotionally to ensure good	Attendance officer actively engaging with identified groups	EEF Impact of School Closures 2020	From September (ongoing)	Identified vulnerable groups are more likely to require additional support to enable them to attend school every day and on time	Proven track record of strategies that work well with local community in overcoming PA	N/A	Attendance Officer	Weekly	
Pupils in identified vulnerable groups supported socially and emotionally to ensure they are in an optimum state	Allocated emotional well-being worker support <b>within classes</b>	EEF Improving Social and Emotional Learning in Primary Schools	From September (ongoing)	Identified vulnerable groups are more likely to require additional support to enable them to access learning	Proven track record in restorative approach to support emotional well-being	N/A	CG	Fortnightly	
Pupils identified as requiring additional 1:1 support in reading/writing or maths (WAVE 3)	ASA/ teacher 1:1 support following bespoke programmes (in addition to current SEN programmes)	EEF Making best use of TAs	November onwards	Some pupils are not making rapid enough gains through wave 1 and wave 2 to fill gaps in learning	Effective targeting of pupils requiring Wave 3  Effective monitoring of Wave 3 programme	N/A	AHT SK/FS	Half termly	

Pupils identified as requiring additional emotional well-being 1:1 support	Emotional well-being support (wherever possible inside class) following bespoke programme	EEF Improving Social and Emotional Learning in Primary Schools	From September onwards	Some pupils require additional support to Wave 2/3	Effective well-being support-monitoring and evaluation	N/A	AHT ES	Fortnightly	
<b>3.Other approaches</b>									
<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>	
Pupils in identified vulnerable groups given additional opportunities to maximise learning time in addition to the school day	Breakfast Club/ After School Club	Improving behaviour in schools report EEF - relationships	From Sept 2020	To subsidise the cost of the school's breakfast club, targeting vulnerable families to improve attendance and punctuality and enable them to access a nutritional start to the day.	Access to home learning technology before/ after school eg spelling shed and TT rockstars	N/A	ES	From January 2021	
<b>Total budgeted cost</b>									£40800

