



Pupil 'Catch up' strategy statement

School overview

Metric	Data
School name	St Chad's Patchway CE VC Primary School
Pupils in school	195
Proportion of disadvantaged pupils	18 pupils (9.2%)
Proportion of SEND pupils	29 pupils (14.9%)
Catch up allocation this academic year	£15,680 (If £80 per pupil) TBC
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Stephanie Jenkins
Governor lead	Becky Moyce

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Children to make progress in English and Maths through quality first teaching.
Priority 2	'Catch up' tuition to support children with identified gaps in learning. To enable them to achieve their progress measure by the end of the academic year.
Barriers to learning these priorities address	Increased gaps in learning for mathematics and reading for pupils who had reduced schooling during the 'lockdown and out of school' learning period between March and July 2020.
Projected spending	£

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress scores in KS2 Reading (0) and pupils achieve their expected outcomes by the end of the academic year 2020/21.	Sept 21
Progress in Writing	Achieve national average or above progress scores in KS2 Writing (0) and pupils achieve their expected outcomes by the end of the academic year 2020/21.	Sept 21

Progress in Mathematics	Achieve national average or above progress scores in KS2 Mathematics (0) and pupils achieve their expected outcomes by the end of the academic year 2020/21.	Sept 21
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Targeted academic support for current academic year

Measure	Activity
Priority 1	Quality first teaching happens to enable children to make progress and fill gaps in learning. Staff to attend professional development sessions in which they are able to re-engage with curriculum development and implementation. Where opportunities develop within lessons, staff to use active learning to further develop children's knowledge.
Priority 2	Staff to use teacher assessments and questioning techniques within lessons to identify gaps in children's learning and therefore a need for extra support and provision. Gaps will be addressed by additional support to pupils both in class and in small group interventions. Additional staff employed to provide this support to pupils both in class and small group as well as release of class teachers to do this.
Barriers to learning these priorities address	Accelerated progress and catch up in maths and reading to ensure gaps in children's learning are filled. Attendance of children at school. Oracy levels.
Projected spending	£ The funds will be used to employ additional teaching staff and support staff to ensure pupils are provided with 'catch up' learning activities.

Wider strategies for current academic year for disadvantaged and SEN pupils

Measure	Activity
Priority 1	PP/SEN leaders released to track and monitor pupils progress and identify key strategies to be put in place to support gaps in learning.
Priority 2	Support for individual pupils – academic as well as mental health and wellbeing.

	Work with EWO to improve attendance and agencies, such as school nurse regarding anxiety.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged and SEN pupils.
Projected spending	£

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have enough professional development opportunities to ensure quality first teaching takes place across all subject areas.	Staff meeting time and support from consultants to ensure quality first teaching at all times. Regular pupil progress meetings to identify those children who have gaps in their learning and to plan how those gaps will be filled.
Targeted support	Ensure core leaders have enough time out of class to develop strategies and interventions to support small groups of children.	PP/SEN/mathematics/English leads provided with release time.
Wider strategies	Working with families facing the most challenges to ensure attendance is high throughout the academic year.	Working closely outside agencies (including the EWO) to develop these aspects.