

Thorney Island Primary School Catch-Up Strategy Statement 2021/22

Summary Information		
School	Thorney Island Community Primary School	
Academic year	2021-22	Total Catch-Up budget
Total number of pupils	220	£10,050

Strategy Statement

At Thorney Island Community Primary School, our **catch-up priorities** are:

- Additional phonics and reading support (progress and attainment)
- Additional mathematics support (progress and attainment)

Core approaches:

- Catch-up phonics sessions delivered by a qualified teacher in key year groups.
- Catch-up mathematics sessions delivered by support staff in all year groups.

Aims of catch-up premium:

- To address the gap in phonics and reading caused by the Covid-19 lockdown, so pupils are able to make accelerated progress from their September starting points.
- To address gaps in mathematics, caused by the Covid-19 lockdown, so pupils are able to make accelerated progress from their September starting points.

Barriers to future attainment

Since March 2020 lockdown, pupils have fallen behind in reading and writing in all year groups.
Learning new mathematics concepts was also very difficult for many pupils through remote learning after Christmas.

Lots of the younger children have also returned to school with a lower level of independence and resilience.
It has been noted by many teachers that the lower attaining children appear to have struggled the most with remote learning due to lack of individual support and specialised resources that would have been used in school.

Additional Barriers (external)

Military deployments at present are our biggest external barriers impacting on the support the children are receiving at home along with their emotional well-being. We are dealing with this issue by using funding from other sources.

Desired Outcome/ success criteria	To address gaps in phonics and reading, caused by the Covid-19 lockdown, so pupils are able to make accelerated progress from their September starting points.			
	Action	Evidence/Rationale	Monitoring	Review Date
Quality of teaching for all	<ul style="list-style-type: none"> - Additional phonics sessions in specific year groups - Use of quality texts to promote reading across the school. - Additional support for hearing all children read. 	<p>Formative assessment data revealed gaps in children’s knowledge and understanding.</p> <p>Reading records show a very mixed picture of who has been heard read regularly and how/if texts have been discussed.</p>	<ul style="list-style-type: none"> - Teacher assessments - Progress and Attainment data 	July 2022
Targeted support	<ul style="list-style-type: none"> - Qualified teacher support for identified pupils in delivering high quality phonics teaching in key year groups. - Phonics Minute Games by T.A.’s - Additional Intervention support using Toe by Toe, TRUGS and NESSY 	<p>Identified pupils will receive extra phonics inputs with a qualified teacher to ensure gaps are identified and children are able to catch up on missed learning.</p> <p>There is lack of evidence of children reading during Lockdown and formative assessments reveal that some children have not read regularly.</p>	<ul style="list-style-type: none"> - Teacher assessments - Class teacher and TA discussions - Progress and Attainment data 	July 2022

		Some children appear to have lost a love of reading.		
Other approaches	- Resources to support home learning	Resources to support pupils with reading. E.g. Oxford Owls – E-Library and Teach My Monster to Read	- Class teachers	July 2022
Estimated cost: £ 7,000				
Outcome - This continued to be a priority focus from the previous year with a large percentage of children in Year 1 and Year 2 continuing with intensive 1:1 support by a qualified teacher, to address gaps in phonics and reading. These pupils made significant and accelerated progress from their September starting points. See data and tracking documentation along with end of year phonics results for the full impact.				

Desired Outcome/ success criteria	To address gaps in mathematics, caused by the Covid-19 lockdown, so pupils are able to make accelerated progress from their September starting points.			
	Action	Evidence/Rationale	Monitoring	Review Date
Quality of teaching for all	<ul style="list-style-type: none"> - Use of the White Rose revised scheme, identifying areas missed due to lockdown - Use of Numbots to ensure key mathematical concepts are embedded, can be practiced both in school and at home, and can be utilised in a range of contexts (EYFS and Key Stage 1) - Starters used effectively to ensure that gaps within learning due to home learning during lockdowns are identified and addressed - Specific maths lessons/days planned alongside daily mathematics teaching to facilitate further learning, particularly in areas that may at times be overlooked (such as 	Formative and summative assessment by class teachers has shown that there are some gaps within mathematical learning as a result of various lockdowns. This is more evident in areas of mathematics such as fractions, measures and statistics (the children's concept on number and calculation seems to still be strong)	<ul style="list-style-type: none"> - Work scrutiny - Discussions with members of staff - Teacher assessments - Progress and Attainment data 	July 2022

	measure and statistics) and to support pupils in seeing mathematics in the context of the wider curriculum.			
Targeted support	<ul style="list-style-type: none"> - Qualified teacher/TA support for identified pupils in delivering high quality maths small group sessions to address gaps in learning - Additional interventions such as Plus 1 where required 	Identified pupils will receive additional maths support with a qualified teacher/TA to ensure gaps are identified and children are able to catch up on missed learning.	<ul style="list-style-type: none"> - Teacher assessments - Class teacher and TA discussions - Progress and Attainment data 	July 2022
Other approaches	<ul style="list-style-type: none"> - Resources to support home learning 	Resources to support pupils for specific learning points.	<ul style="list-style-type: none"> - Class teachers 	July 2022
Estimated cost: £ 3,050				
<p>Outcome - Gaps identified in mathematical knowledge and understanding continued to be addressed, ensuring more pupils were able to make accelerated progress from their September starting points. See S.I.P. 21-22 for further evidence along with the Subject Action Plan for Mathematics 21-22. Identified pupils received additional maths support with a qualified teacher ensuring they were able to catch up on missed learning. Teaching was based on rigorous formative assessments ensuring that the support could be more targeted than the previous year.</p>				