



Catch Up Strategy Statement: Stretton Church of England Academy

1. Summary information			
School	The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.		
Academic Year	2020/21	Total Catch Up budget	£15,200
Total number of pupils	190		
2. Targets in 20.21			
GLD Attainment	77%		
Year 1 Phonics Screening Check	86%		
% achieving expected standard or above in reading in Year 2	83%		
% achieving expected standard or above in writing in Year 2	83%		
% achieving expected standard or above in maths in Year 2	86%		
% achieving expected standard or above in reading in Year 6	83%		
% achieving expected standard or above in reading in Year 6	83%		
% achieving expected standard or above in maths in Year 6	83%		
3. Barriers to future attainment			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Delayed receptive and expressive language in Reception		
B.	Social, emotional and behavioural needs of children in		

C.	Gaps in basic skills in reading, writing and maths in KS1/2	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Access to high quality reading texts to support fluency and reading comprehension	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To improve children's expressive and receptive language skills</p> <p>To ensure all children will make at least good progress from their starting points in CLL</p>	<ul style="list-style-type: none"> • 77% meeting ELG in CLL by the end of reception
B.	<p>To ensure that children are supported to regulate their emotions when facing difficulties</p> <p>To ensure that pupils behave consistently well, demonstrating high levels of self-control</p> <p>To ensure that pupils are highly motivated and persistent in the face of difficulties.</p>	<ul style="list-style-type: none"> • Pupil voice and parent questionnaires show that pupil's emotional needs and well-being is addressed and looked after in school • % of CPOMS incidents linked to behaviour is reduced • Fixed Term Exclusions are very limited • Improvements within the Pre/Post Student Resilience Survey • Improvements in Scores of Readiness Scales
C.	<p>To improve and secure reading comprehension skills in children in Years 4,5 and 6</p> <p>To improve and secure maths reasoning skills in children in Years 4,5 and 6</p> <p>To ensure support staff have the knowledge and skills to plan, deliver and evaluate high quality interventions.</p> <p>To ensure the leadership team are confident to evaluate the alignment between children's needs and provision mapping.</p>	<ul style="list-style-type: none"> • Improvement in % of children making accelerated progress from starting points in reading, writing and maths
D.	<p>To ensure that children can access high quality texts online, in order to improve fluency and comprehension in reading</p>	<ul style="list-style-type: none"> • Improvement in % of children making accelerated progress in reading • Improvements in weekly 'Reading Quiz' Scores for individual children • Accelerate progress from October 20 baseline starting points in Phonics Screening Results

5. Planned expenditure

Academic year

2020.21

The three headings below enable schools to demonstrate how they are using the Catch Up to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation and impact?
<p>A</p> <p>To improve children's expressive and receptive language skills</p> <p>To ensure all children will make at least good progress from their starting points in CLL</p>	<ul style="list-style-type: none"> All EYFS staff to receive training linked to the NLI Nuffield Language Intervention screening to be carried out for all children 1:1 Interventions to be carried out daily by TA's NLI Assessments to be carried out regularly to measure impact 	<p>As promoted by DFE, EYFS staff will deliver the Nuffield language intervention to screen and support all reception children</p> <p>-</p>	<p>Monitoring – Pop ins/Analysis of assessments</p>	<p>SENCo</p> <p>Cost of Implementation of NLI 1 day of AHT cover – £250</p>	<p>Half Termly</p> <p>Evaluation - Training complete -screening complete Intervention with 5 identified children to commence in September</p>
<p>B</p> <p>To ensure that staff are equipped with the knowledge and skills to support children to regulate their emotions when facing difficulties</p> <p>To ensure that pupils behave consistently well, demonstrating high levels of self-control</p> <p>To ensure that pupils are highly motivated and persistent in the face of difficulties.</p>	<ul style="list-style-type: none"> All Staff to receive training from SENCO EPS to deliver intervention training on Circle of Friends and Good Behaviour Game to targeted Year Groups with staff and children CCT to deliver Comic Strip Training to Lunchtime Supervisors and Teaching Assistants 	<p>EEF – Special Educational Needs in Mainstream Schools – March 2020</p> <p>Our training builds upon the following recommendations:</p> <ul style="list-style-type: none"> Social stories completed for SEND children for transition 	<p>Monitoring – Pop ins/Joint Observations of Interventions (School/SEN Agencies)/Review and analysis of Student Resilience Screening Tool</p>	<p>HT/SENCo</p> <p>Cost of EPS – £107.50 per hour X 6 = £645</p> <p>Cost of CCT – £79 per hour X 3 = £237</p>	<p>Half Termly</p> <p>Training delivered and implemented for Circle of Friends Training received on precision teach, staff absence has slowed rate of delivery. All training complete, to be fully embedded in September Improvement in children's willingness and ability to reflect following incidents involving seeing others' perspective (cpoms)</p> <p>To monitor impact of this through discussions with children and observations</p>

<p>C</p> <p>To ensure support staff have the knowledge and skills to plan, deliver and evaluate high quality interventions.</p> <p>To ensure the leadership team are confident to evaluate the alignment between children's needs and provision mapping.</p>	<p>All support staff to receive training on specific interventions which have been identified to support gaps</p> <ul style="list-style-type: none"> • Precision Teach • Toe by Toe Interventions Power by 1/Plus 1 • On the Way Up • BEAM/Fine Motor Skills <p>EPS and all Senior Leaders and SENCo, English/Maths Lead involved in collaborative evaluation of interventions and their effectiveness (identification of need and matching intervention to this need)</p> <p>SENCo attended training linked to best practice linked to learning lost within EYFS/KS1 from Barry Carpenter/Paul Dix/EPS</p>	<p>EEF – Special Educational Needs in Mainstream Schools – March 2020</p> <p>Our training builds upon the following recommendations:</p> <p>Training delivered to all support staff</p> <ul style="list-style-type: none"> • The intensity of intervention (from universal to targeted to specialist) should increase with need. • Interventions should be carefully targeted through identification and assessment of need. <p>Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.</p>	<ul style="list-style-type: none"> • Half Termly Monitoring through learning walks, analysis of assessments • EPS to review impact of interventions collaboratively with School 	<p>HT/Senco/English/Maths Leads</p> <p>Cost of EPS – £107.50 per hour X 7 =752.50</p> <p>Cost of OT- £250.00</p> <p>Cost of SEMHL - £79 per hour x 6 =£474.00</p>	<p>Half Termly Summer 21</p> <p>TAs have been equipped to deliver the following interventions:</p> <p>Pre teaching of reading – data for pre teach children in KS2</p> <p>Progress data for pre teach children:</p> <table border="1" data-bbox="1749 472 2092 639"> <thead> <tr> <th></th> <th>Expected progress</th> <th>More than expected</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>4</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>5</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>6</td> <td>14%</td> <td>86%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Precision Teach for reading, spelling and maths • Phonics interventions for children in LKS2. 		Expected progress	More than expected	3	43%	29%	4	33%	67%	5	43%	43%	6	14%	86%
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<p>C To ensure that teachers are planning an engaging English curriculum - built around high-quality texts – which builds upon identified ‘gaps in reading’.</p> <p>To ensure that children experience broad and rich reading diet to enhance the English Curriculum.</p>	<p>English Lead to be supported to review and redesign the English Curriculum, to meet the needs of children.</p> <p>Purchase recommended texts.</p>	<p>The EEF Guide to Supporting School Planning – August 2020</p> <ul style="list-style-type: none"> Providing opportunities for professional development on whole class teaching – for example, to support curriculum planning – is ...valuable. 	<p>Monitoring – pop ins and outcomes/ assessments.</p> <p>Collaborative planning of units of work.</p>	<p>English Lead</p> <p>Cost of Consultant – £200 per half day x 3 = £600</p>	<p>Termly READING PROGRESS DATA</p> <table border="1"> <thead> <tr> <th>Baseline – summer term</th> <th>Expected progress</th> <th>More than expected progress</th> </tr> </thead> <tbody> <tr><td>1</td><td>5%</td><td>82%</td></tr> <tr><td>2</td><td>0%</td><td>79%</td></tr> <tr><td>3</td><td>41%</td><td>22%</td></tr> <tr><td>4</td><td>32%</td><td>57%</td></tr> <tr><td>5</td><td>24%</td><td>52%</td></tr> <tr><td>6</td><td>4%</td><td>96%</td></tr> </tbody> </table>	Baseline – summer term	Expected progress	More than expected progress	1	5%	82%	2	0%	79%	3	41%	22%	4	32%	57%	5	24%	52%	6	4%	96%
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		<p>EEF – Improving Literacy in KS2 - 2017</p> <ul style="list-style-type: none"> Exposing pupils to an increasingly wide range of texts...will develop their language development... more advanced comprehension and reasoning skills. 		<p>English Lead</p> <p>Cost of Books £1000</p>	<p>WRITING PROGRESS DATA</p> <table border="1"> <thead> <tr> <th>Baseline – summer term</th> <th>Expected progress</th> <th>More than expected progress</th> </tr> </thead> <tbody> <tr><td>1</td><td>4%</td><td>82%</td></tr> <tr><td>2</td><td>3%</td><td>86%</td></tr> <tr><td>3</td><td>29%</td><td>54%</td></tr> <tr><td>4</td><td>37%</td><td>27%</td></tr> <tr><td>5</td><td>19%</td><td>62%</td></tr> <tr><td>6</td><td>0%</td><td>92%</td></tr> </tbody> </table> <p><i>New books purchased for all year groups Daily storytime session introduced across the school Curriculum exposes children in each year to a rich reading diet – significant author, contemporary poet, stories from other cultures, traditional tales, picture book CPD sessions linked to accelerating progress in writing using the new curriculum.</i></p>	Baseline – summer term	Expected progress	More than expected progress	1	4%	82%	2	3%	86%	3	29%	54%	4	37%	27%	5	19%	62%	6	0%	92%
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ii. Targeted support																							
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<p>To improve and secure reading comprehension skills in children in Years 4 and 5.</p> <p>To improve and secure maths reasoning skills in children in Years 4 and 5.</p>	<ul style="list-style-type: none"> Use of Tuition to regularly support small group of children 	<p>As promoted by EEF small group intervention will be built upon:</p> <ul style="list-style-type: none"> Mirroring approaches taught in class Clear modelling, scaffolding and questioning 	<p>Analysis of outcomes from tests/past papers</p> <p>Gaps Analysis of White Rose Assessments/Star Reading Quizzes</p> <p>Tracking of children's progress against Assessment Criteria</p> <p>Tracking of Progress through Attainment Levels (Emerging/Developing/Secure)</p>	<p>HT</p> <p>Cost of Tutor – delivering programmes of support to targeted children across Years 4 and 5.</p>	<p>Half Termly</p> <p>Small group intervention with additional tutor for reading comprehension and maths.</p> <p>Progress data – Spring to summer</p> <p>READING</p> <table border="1"> <thead> <tr> <th></th> <th>Expected progress</th> <th>More than expected progress</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>5</td> <td>43%</td> <td>43%</td> </tr> </tbody> </table> <p>MATHS</p> <table border="1"> <thead> <tr> <th></th> <th>Expected progress</th> <th>More than expected progress</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>5</td> <td>50%</td> <td>33%</td> </tr> </tbody> </table>		Expected progress	More than expected progress	4	43%	43%	5	43%	43%		Expected progress	More than expected progress	4	50%	50%	5	50%	33%
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D To ensure that children can access high quality texts online in order to improve fluency and comprehension in reading	An online software programme which is linked to Accelerated Reader - MYON is accessible to all children in the school to ensure they can complete weekly quizzes in school (reading comprehension)	Literacy and Numeracy Catch Up Strategies – DfE 2018 Computer-based interventions have been found to be effective. Accelerated Reader involved reading eBooks and eTextbooks to promote text comprehension alongside playing online quizzes and games to aid learning. The intervention was found, through an efficacy trial, to have a positive effect upon participating pupils progress compared to pupils who did not participate (Siddiqui, Gorard & See, 2016)...using eBooks and eTextbooks to improve reading skills, also found a high positive effect on both reading enjoyment and frequency of independent reading.	Tracking of children's progress via the half termly STAR reading assessment. Tracking of children's progress in quizzes. Analysis of children's quizzes completed in school time. Analysis of reading completed out of school time via MyOn,.	KJ – English lead.	Half termly READING PROGRESS <table border="1"> <thead> <tr> <th>Baseline – summer term</th> <th>Expected progress</th> <th>More than expected progress</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5%</td> <td>82%</td> </tr> <tr> <td>2</td> <td>0%</td> <td>79%</td> </tr> <tr> <td>3</td> <td>41%</td> <td>22%</td> </tr> <tr> <td>4</td> <td>32%</td> <td>57%</td> </tr> <tr> <td>5</td> <td>24%</td> <td>52%</td> </tr> <tr> <td>6</td> <td>4%</td> <td>96%</td> </tr> </tbody> </table> Children from Year 2-6 have had access to MyOn in order to provide a wider reading experience at home and in school. Improvements in the amount of independent reading completed via MyOn were maintained and improved during the Spring school closure. Autumn 1 – 776 books read. Autumn 2 – 1,510 books Spring school closure- 1,610 books On average, all year groups showed accelerated improvements in reading age.	Baseline – summer term	Expected progress	More than expected progress	1	5%	82%	2	0%	79%	3	41%	22%	4	32%	57%	5	24%	52%	6	4%	96%
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