

Bluecoat CE Junior School Catch Up Strategy Statement 2020-2021

1. Summary information					
Total number of pupils		243 (October 2020)		Number of pupils eligible for pupil premium funding	
				(13.5% of total on roll.)	
Total Catch Up budget:		£19,580	Dates of internal reviews: 18.12.20, 2.4.21, 15.7.21		
Baseline Analysis data					
Year 3	Number of students	% at standard for end of Year 2 in Reading	% at standard for end of Year 2 in Maths		
Students	5	53%	47%		
SEND	3	0	33%		
PP	5	0	0		
Boys	27	44%	48%		
Girls	24	63%	46%		
Year 4	Number of students	% at standard for end of	% at standard for end of	% at standard for end of	% at standard for end of

		Year 3 in Reading	Year 3 in Maths	Year 3 in Spelling	Year 3 in Punctuation and Grammar
Students	63	70%	63%	59%	48%
SEND	2	0	0	0	0
PP	6	33%	50%	67%	17%
Boys	41	56%	66%	49%	39%
Girls	22	95%	59%	77%	64%

Year 5	Number of students	% at standard for end of Year 4 in Reading	% at standard for end of Year 4 in Maths	% at standard for end of Year 4 in Spelling	% at standard for end of Year 4 in Punctuation and Grammar
Students	61	75%	62%	61%	43%
SEND	5	40%	0	20%	0
PP	11	73%	45%	64%	18%
Boys	30	50%	50%	53%	20%
Girls	31	87%	74%	68%	65%

Year 6	Number of students	% at standard for end of Year 5 in Reading	% at standard for end of Year 5 in Maths	% at standard for end of Year 5 in Spelling, Punctuation and Grammar
Students	64	77%	69%	58%
SEND	9	11%	0%	11%
PP	6	83%	50%	67%
Boys	28	75%	75%	39%
Girls	36	78%	64%	72%

2. Barriers to future attainment for pupils in 2020-2021

A.	Lack of resilience; pupils give up too easily when they find the work they are doing is difficult.
B.	Poor literacy and numeracy skills of some pupils – huge gaps due to COVID lockdown
C.	Students displaying a range of social and emotional barriers to learning.
D.	Negative mindset towards maths

Achievement gap issues from Autumn Term 1 baseline data	Year 3 – Reading 19% gap boy /girl, Year 4 – Reading 39% gap boy /girl, SPAG 25% gap boy /girl Year 5 - Reading 37% gap boy /girl, Maths 24% gap boy /girl, SPAG 45% gap boy /girl, Year 6 – SPAG 33% gap boy/ girl,
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3. Outcomes and success criteria for summer 2020	
A.	End of KS2 (Year 6) % children to achieve expected standard: Reading 81%, Writing 75%, Maths 76%
B.	End of Year 4 % children to achieve expected standard: Reading 91%, Writing 89%, Maths 89%
C.	End of Year 5 % children to achieve expected standard: Reading 82%, Writing 76%, Maths 85%

4. Planned expenditure 2020-2021					
i. Quality of teaching for all:					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact

1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of all children, so they stretch and challenge them appropriately.	* HT to QA planning to make sure tasks are matched to ability and are challenging. * Learning walks focused on pace and challenge in reading and maths lessons * CPS focus – use of QBA data to inform curriculum and lesson planning	Teachers do not always plan work which is sufficiently challenging nor expect enough from their pupils. * The need for the most able pupils to be stretched and challenged is frequently overlooked. They are not moved on quickly enough to more demanding work.	• QA planning records • Book scrutinies • Learning walks	HT/DHT	% of students at expected standard in maths Year 3 - 80 Year 4 - 87 Year 5 - 92 Year 6 - 81 % of students at expected standard in reading Year 3 - 95 Year 4 - 97 Year 5 - 97 Year 6 - 80 % of students at expected standard in writing Year 3 - 87 Year 4 - 84 Year 5 - 89 Year 6 - 79
2) To ensure staff ask probing questions that effectively check and deepen pupils' understanding, challenge pupils to explain their reasoning and extend their thinking.	*Revisit incremental coaching model with specific focus on stretch and challenge for students * Peer observations using IRIS * Fully debrief the learning at the end of each session	Teachers often accept superficial or single word answers from pupils. No explanation of thinking is pursued; consequently, rich opportunities to challenge thinking and extend learning are not fully exploited.	Learning walks and lesson observations. Student voice Progress data	HT to QA	As above
Total budgeted cost					£2000 for IRIS

ii. Targeted support for children to help them catch up with their peers.

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
1) Maths Children to make at least expected progress from their starting points – KS1 data QBA evidences that children are making progress and closing gaps identified in baseline tests	* Continue to fully embed the maths mastery curriculum *Power maths introduced * Third Learning Space maths interventions – 1:1 bespoke interventions for students identified through a baseline assessment. Review impact of interventions Dec 2020 and make adaptations to increase impact. Diagnostic assessment termly to inform bespoke intervention package * CPD for maths lead on coaching to improve teaching and learning in maths lessons	To continue in September 2020 as still gaps in teaching styles when delivering the new mastery curriculum and the use of concrete, pictorial, abstract resources. Reviewing the learning.	Learning walks and workbook scrutinies. Specific student data, diagnostic assessments Intervention data	HT, Maths lead	% students making expected/ better than expected progress Year 3 – 93% Year 4 – 72% Year 5 - 82% Year 6 – 81%
2)Reading Children to make at least expected progress from their starting points – KS1 data QBA evidences that children are making progress and closing gaps identified in baseline tests .	Reading lessons structure reviewed to ensure students make maximum impact * All students have baseline LEXIA assessment alongside accelerated reader assessment to identify key areas of concern – outcomes to dictate reading interventions using LEXIA *A range of interventions introduced Reading Wise Toe by Toe	Some children have low reading ages and reading records show parents do not hear them read at home on a regular basis. A full reading review has identified that the current lesson structure needed adapted to ensure there was enough time allocated to each part of the lesson Low reading ages impact on achievement across the curriculum.	Lesson observations and learning walks to QA quality of reading support provided. Lexia progress reports AR growth reports NFER termly QBA data	HT/ KS2 English Lead	% students making expected/ better than expected progress Year 3 – 91% Year 4 – 82% Year 5 - 63% Year 6 – 72%
Total budgeted cost =					£7289

iii. Other approaches to raise the attainment and progress of all children.					
Desired outcomes	Actions	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	Impact

Remove social and emotional barriers to learning.	* Behaviour specialist to develop bespoke SEMH provision and manage the Blue Coat Centre * Behaviour specialist to oversee Thrive to ensure the Thrive approach is fully embedded in school. All sessions are monitored and there is evidence of progress against incremental targets for children. All TAs to deliver Thrive to specific students. * Canine Companions to work with specific students – SMART target identified and weekly reports identify progress against SMART target.	To reduce levels of anxiety children are displaying at present To close gaps in emotional and social development for individuals. To improve behaviour for learning.	Rewards data Behaviour log monitoring Thrive assessments and intervention data External referrals and reports	VG	14 students have accessed individual THRIVE interventions – incremental progress evident – not fully embedded across the school A full Nurture provision was developed, based in the Blue Coat Centre – students accessed this provision during unstructured times. There was a significant drop in behavioural issues during these times and student feedback was extremely positive. 9 students participated in our Canine Companions intervention – individual targets set and evaluations show incremental progress for each target – each student had a canine passport that demonstrated progress after every sessions and small targets continued to be added/developed 10 students had support from our Mental Health Nurse. Years 5 and 6 participated in a 6 week programme 'We eat elephants' which focused on anxiety
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					2 students accessed a 10 week intensive block of counselling from a Play therapist.
Total budgeted cost =					£12,000