



Catch Up strategy statement Holywell Village First School

1. Summary information					
School	Holywell Village First School				
Academic Year	2020-2021	Total Catch Up budget	£11,680	Date of most recent Catch Up Review	1 st version
Total number of pupils	170			Date for next internal review of this strategy	Jan 2021

1. Current attainment KS1				
	2017	2018	2019	
	<i>Pupils eligible for PP (school) 5 pupils</i>	<i>Pupils eligible for PP (your school) 0</i>	<i>Pupils eligible for PP (your school) 3</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% in reading	100%	Na	100%	79%
% in writing	60%	Na	100%	74%
% in maths	100%	Na	67%	80%

1. Current attainment Year 4				
	2017	2018	2019	
	<i>Pupils eligible for PP (school) 7 pupils</i>	<i>Pupils eligible for PP (your school) 5</i>	<i>Pupils eligible for PP (your school) 7*</i>	<i>End of KS 2 data (none available for Year 4)</i>
				<i>Non-Disadvantaged Pupil (national average 2017)</i>
% in reading	85%	100%	86%	78%
% in writing	85%	100%	57%	83%
% in maths	71%	80%	71%	84%

			* One child of this cohort has been at HVFS since start of Reception. Other 6 are admits.	
<p>Previous progress</p> <ul style="list-style-type: none"> 100% of pupils who leave Year 4 make typical progress from entry to EYFS in Reading, Writing and Number 71% of pupils make rapid progress in Reading 71% of pupils make rapid progress in Writing 57% of pupils make rapid progress in Maths 				

2. Barriers to future attainment	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor literacy skills- reading, writing and phonetical awareness
B.	Poor language and communication skills
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Covid lockdown – delayed learning and development

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To develop speech, language and communication skills	To improve Reading and Writing ELG goals in EYFS
B.	To develop and implement an intervention 'catch up' plan for children who are attaining lower than their peers in reading, writing and phonics.	To raise the attainment of identified children in receipt of catch up intervention.
C.	To develop and implement an intervention 'catch up' plan for children who are attaining lower than their peers in maths	To raise the attainment of identified children in receipt of catch up intervention.

4. Planned expenditure					
Academic year		2020-2021			
The details below are devised to demonstrate how this school is using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Catch Up Strategy					
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?
<p>To provide additional adult support in EYFS to allow for targeted interventions.</p> <p>To progress towards previous levels of attainment by July 2021</p>	<p>Additional adult for two hours in Nursery and three hours in Reception to allow teacher to deliver targeted support to lower ability children:</p> <p>Speech language and communication, early reading-</p> <ul style="list-style-type: none"> • Helicopter Stories • Early Talk Boost <p>Early Maths</p> <ul style="list-style-type: none"> • Small group intervention using loose parts building number sense to 5 	<ul style="list-style-type: none"> • Teacher to support small cohort of children identified for additional support. • HLTA to release teacher to deliver targeted support to allow teacher to delivery bespoke provision and improve cohort development. • Previous CPD in middle leadership[roles in Early Mastery in Maths, Loose parts approach and Helicopter stories have all proved to be effective in helping pupils make rapid gains in these Prime Areas of EYFS. 	<ul style="list-style-type: none"> • Lesson observations and pupil progress meeting will evaluate the impact of the targeted intervention, • Target pupils are tracked and data collected after 4-6 weeks. (Spring term) 	<p>S Brett H Stewart S Hogarth</p>	<p>Literacy and maths monitoring and evaluation in each term.</p>
<p>To develop and implement an intervention program across both key stages.</p> <p>To progress towards previous levels of attainment by July 2021</p>	<p>Implement Floppy's Phonics scheme</p>	<p>All staff have had recent CPD to deliver this programme. The Floppy's Phonics approach has ensured pupils can make rapid gains in learning therefore thus will be effective in helping children make rapid gains in lost learning.</p> <p>Built in revision to ensure every child succeeds, Step by step learning to engage children.</p> <p>Pupils are aware of this approach and it will feel familiar to them.</p> <p>Resources are in school to support the small group interventions required.</p> <p>Targeted assessment to identify gaps in learning.</p>	<p>Initial assessments in September 2020 to indicate pupils in most need of catch up.</p> <p>Track phonics across groups of identified pupils.</p> <p>Initial assessment followed by half termly evaluations by intervention manager.</p>	<p>S Brett J Dodds S Hogarth</p>	<p>Termly SLT meetings</p> <p>Pupil progress meetings.</p> <p>Half termly monitoring of progress,</p>

Pupils to achieve well compared to National Average in Reading, Writing in EYFS, Year 1 and 2, Phonics check in Year 1 and re check in year 2 To progress towards previous levels of attainment by July 2021	Floppy's Phonics Action Words Small group targeted intervention in class	Floppy's phonics will boost the phonic teaching in key stage 1 and 2 to children who are responding slower and achieving lower than their peers are. Action words(year 3), and whole word approach (year 4) to reading and spelling program must be valuable to those pupils who, after quality first teaching and several waves of phonic intervention.	Meetings with intervention manager Appraisal targets Initial assessment followed by half termly evaluations by intervention manager.	S Brett S Hogarth	Termly SLT meetings Pupil progress meetings. Half termly monitoring of progress,
Pupils to achieve well compared to National Averages in maths in all key stages To progress towards previous levels of attainment by July 2021	Targeted invention using Numicon and White Rose resources	Numicon is a proven intervention strategy that is effective in improving progress in maths.	Regular meetings with Intervention manager. Appraisal targets Initial assessment followed by half termly evaluations by intervention manager.	S Brett S Hogarth S Endacott	Termly SLT meetings Pupil progress meetings. Half termly monitoring of progress,
Total budgeted cost					1 x HLTA for two terms = £13800 1 x NQT = £22600 Total = £36400 (shared costs with Pupil Premium)

5. Review of expenditure				
Previous Academic Year		To be completed June 2021		
i. Catch Up Strategies				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
ii. Other Information				