

COVID-19 CATCH-UP STRATEGY STATEMENT

BEREWOOD PRIMARY



SCHOOL OVERVIEW

Metric	Data
School name	Berewood Primary School
Pupils in school	404
Proportion of disadvantaged pupils	27%
Proportion of vulnerable pupils	9%
Catch-up premium funding	£32,080
Publish date	September 2020
Review date	July 2021
Statement authorised by	Ricky Leigh
Catch-up premium lead	Ricky Leigh
Governor lead	TBC

TEACHER ASSESSMENT AT MARCH 2020

Measure (based on March 2020)			
Current YR			
<i>Current YRs were at their nurseries for some of the year.</i>			
	Reading	Writing	Maths
Current Y2			
Working at ARE	56.9%	48%	58.6%
Working at GDS	12.1%	0%	0%
Current Year 3			
Working at ARE	69.4%	57.6%	67.8%
Working at GDS	18.6%	8.5%	13.6%

Current Year 4			
Working at ARE	72.9%	59.3%	69.5%
Working at GDS	27.1%	18.7%	20.3%
Current Year 5			
Working at ARE	61.5%	46.2%	51.9%
Working at GDS	38.5%	5.8%	9.6%
Current Year 6			
Working at ARE	67.4%	47.8%	60%
Working at GDS	28.3%	8.7%	22.2%

OVERVIEW OF DISADVANTAGED AND VULNERABLE PUPIL CATCH-UP NEEDS

Measure	Comment
Reading	Early reading through phonics is identified as a key area for development at Key Stage 1. At Key Stage 2 reading is stronger, but where weak there is a need to develop fluency in reading and comprehension skills.
Writing	<p>Writing at sentence structure level in key stage 2 is most acute in Y6 and support is needed to help pupils to up level one sentence and also in teaching pre-learning for these sessions. Time also needs to be given to identify correct and practise spellings.</p> <p>At KS1 there is a need for teaching of writing skills (simple sentence structure).</p>
Maths	In key stage 2 and y6 particularly, there is an acute need for arithmetic skills and

	<p>then further needs to help develop problem solving skills.</p> <p>At Key Stage 1 there is a need for basic skills including counting to and beyond 20, 50 and 100.</p>
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SCHOOL'S CATCH-UP PRIORITIES

Priority	Target	Target date
1	To support pupils in up-levelling their work (one sentence up-levelling)	Summer 2021
2	To support pupils in developing basic counting skills at KS1, to and beyond 20, 50 and 100	Summer 2021
3	To support pupils in the development of their arithmetic and problem solving at Key Stage 2	Summer 2021
4	To support pupils in the development of their reading through the acquisition of phonics skills	Summer 2021
5	Introduce and develop a cohesive spelling strategy including how to identify, and correct and practise mis-spelt words	Summer 2021

CATCH-UP PLAN

Priority	Activity	Projected Spend
Priority 1	2 x teaching assistants to support sessions for pupils in Key Stage 1 and 2 with up-levelling sentences, reading and writing skills	£17550
Priority 2	1 teaching assistant to assist pupils in basic skills and counting at KS1, to and beyond, 20, 50 and 100	£8775
Priority 3	HLTA support hours to support with catch up programmes including in arithmetic, problem solving skills	£1300

Priority 4	Purchase of phonics linked reading books, reading books for pleasure and reading books to help struggling readers at KS1 and KS2	£3700
Priority 5	Purchase of whole school spelling strategy (no-nonsense spelling) PM Benchmarking of reading ability tool kit	£299 £350
Total spend		£31,974

MANAGING RISK

Priority	Challenge	Mitigating action
Staff unavailable for the teaching of groups	Ensure that staff are not redirected to support absence and thus the programme does not run	Staff are employed from an agency or as a new role and not taken from existing staff so this can be avoided.
Books do not arrive in time and thus learning is held up	Ensure that the purchasing process is purchase of phonics linked reading books, reading books for pleasure and reading books to help struggling readers at KS1 and KS2	Books ordered in good time to ensure they are not holding up learning. Staff supported to ensure that the extra reads programme can continue unaffected by general school issues.
Training in the use of the spelling strategy and benchmarking kit delays implementation	Staff are not fully trained in the use of the programme and as such its use is delayed in its implementation	Order kits and spelling programme in good time. Plan in training in advance to ensure good and effective use as soon as practicable.

Continued

**REVIEW: END OF YEAR REVIEW OF IMPACT MEASURES
(to be completed at the end of the academic year 2020-21)**

Aim	Outcome
To support pupils in up-levelling their work (one sentence up-levelling)	Assessment will be made to determine how well pupils are able to up level sentences at the end of the academic year
To support pupils in developing basic counting skills at KS1, to and beyond 20, 50 and 100	Counting skills for numbers to and beyond 20 will be tested, as well as to and beyond 50 and 100. Children will need to answer a range of quick recall questions in addition to counting in sequence.
To support pupils in the development of their arithmetic and problem solving at Key Stage 2	Teacher assessments will show how close to AT or AT+ pupils are following the impact of interventions.
To support pupils in the development of their reading through the acquisition of phonics skills	Children will have progressed further through reading book stages. Children's bug club and PM Benchmarking scores are improving over time.
Introduce and develop a cohesive spelling strategy including how to identify, and correct and practise mis-spelt words	Spellings in work seen by children shows that fewer mistakes are being made. Spelling tests results recorded show improving scores over time.

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To support pupils in developing basic counting skills at KS1, to and beyond 20, 50 and 100	
To support pupils in the development of their arithmetic and problem solving at Key Stage 2	
To support pupils in the development of their reading through the acquisition of phonics skills	

Introduce and develop a cohesive spelling strategy including how to identify, and correct and practise misspelt words	
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