



## Catch Up Funding Strategy Statement

### School overview

| Metric                                      | Data                    |
|---|-------------------------|
| School name                                 | St Silas Primary School |
| Pupils in school                            | 344                     |
| Academic year or years covered by statement | 2020-21                 |
| Catch up Funding                            | £28520                  |
| Publish date                                | 01 Nov 20               |
| Review date                                 | 01 July 21              |
| Statement authorised by                     | Michele Battersby       |
| Catch Up Funding lead                       | Michele Battersby       |
| Chair of Governors                          | Julia Anderson          |

### Teacher Assessment pupil performance overview for last academic year 2020

| Measure                                  | Score |
|--|-------|
| Meeting expected standard at KS2 Reading | 77%   |
| Meeting expected standard at KS2 Writing | 74%   |
| Meeting expected standard at KS2 Maths   | 75%   |

### Strategy aims for Catch Up Funding

| Aim  | Target  | Target date |
|--|---|-------------|
| Progress in reading, writing and mathematics | All children in school are on track to make at least expected progress through their key stage in reading, writing and mathematics. | March 21    |

|                  |  |         |
|------------------|--|---------|
| Blended Learning | All staff have the skills and knowledge to deliver a broad and balanced curriculum using a blended approach.<br>All children have the skills and knowledge to learn using a blended approach.<br>All children have the devices needed to access the curriculum (loaned by the school). | Nov 20  |
| Other            | Improve attendance children to national (96%)<br>reduce % of persistent attendance   | July 21 |

### Teaching priorities for current academic year

| Measure   | Activity  |
|---|---|
| <b>Priority 1</b><br>Establish the use of Google Classrooms | Ensure all children have easy access to Google Chromebooks through purchasing <b>2 class sets of Google Chromebooks.</b> ( £ 5760 x2)<br>Purchase 4 more children's Google Chrome books to create a class set from the Chromebooks provided by DfE.(£770)<br>Ensure all teachers have easy access to Google Chromebooks. Purchase 4 Google Chrome books for any teachers who do not have one. ( £1000)<br>CPD for staff on the use of Google Classroom. |
| <b>Priority 2</b>   | <b>Buy Learning by Question for Years 4 and 5.</b><br>(Year 6 already have this resource)<br>CPD for staff on Learning by Question<br>(£4000)   |
| Barriers to learning these priorities address               | Self isolating and lockdowns leading to children and staff oscillating between being in the school building and working remotely.   |
| Projected spending  | £17290  |

### Targeted academic support for current academic year

| Measure           | Activity                            |
|-------------------|-------------------------------------|
| <b>Priority 1</b> | Half a term HLTA supply for Year 3. |

|   |  |
|---|--|
| Provide extra support for Year 3 and Year 1   | ( £3142)<br>Extra morning a week for L3 TA/ELSA Year 1 /2 class (£7000)  |
| <b>Priority 2</b><br>English                  | Purchase Fast Forward Spelling to use as a whole class intervention for spellings in Y6. ( £60)<br>Literacy shed (£273 ex VAT)<br>Additional Covid English units<br>Oxford Reading Tree Buddy (£750 whole school)-when available |
| <b>Priority 3</b><br>Maths                    | Purchase a range of concrete apparatus to support the learning of maths in Year 1<br>Numicon ONline<br>Firm foundations-Numicon<br>Numicon virtual PD  |
| Barriers to learning these priorities address | Children in Year 1 were not ready for the KS1 curriculum due to the lockdown.<br>Children in Year 3 were not ready for the move to Key Stage 2 due to the lockdown.<br>Assessment shows Year 6 spelling needs improving.         |
| Projected spending                            | £11225   |

### Wider strategies for current academic year

| Measure  | Activity   |
|--|--|
| <b>Priority 1</b><br>Improve attendance for pupil premium children and reduce persistent absence.                                  | Family worker to support families with attendance issues and acute needs-links to pupil premium strategy-funded by pupil premium   |
| <b>Priority 2</b><br>Ensure children are ready to learn through improving children's mental health and emotional and social skills | An Emotional Literacy Support Assistant (ELSA) to support children with emotional needs to work mainly with KS1 children to ensure pupils are ready for KS2 learning.<br>Introduce Silas and Me (S.A.M.) Award System -links to pupil premium strategy-funded by pupil premium |
| Barriers to learning these priorities address  | Improving attendance and readiness to learn for our disadvantaged children   |
| Projected spending   | see pupil premium strategy   |

## Monitoring and Implementation

| <b>Area</b>      | <b>Challenge</b>   | <b>Mitigating action</b>   |
|------------------|--|--|
| Teaching         | Children and teachers oscillating between being in school and remote learning              | Improved IT infrastructure<br>Google Classroom                   |
| Targeted support | Children have gaps in their knowledge.<br>Transition to KS1 and KS2<br>-children not ready | Extra resources<br>Additional TA support in Year 1<br>and Year 3 |
| Wider strategies | Engaging with the families facing the most challenges                                      | Work closely with other professionals                            |