

Strategies and programmes to support pupil catch-up (see also 'St Mary's Catch-Up Premium statement')

In response to the school closure period, March to July 2020, schools were allocated additional 'Catch-Up Premium' funding to help pupils to make up for the period of lost learning.

At St Mary's we are determined to ensure that our pupils are effectively supported to address gaps that exist in their knowledge and understanding and help them return to their pre-lockdown levels of attainment and move ahead with their learning.

To facilitate this we have taken general steps (in relation to timetabling, curriculum and assessment) and specific steps (through the implementation of a range of intervention and support programmes) in order to address the collective and specific needs of pupils across the age ranges.

General steps:

Timetabling adjustments to ensure that the teaching of maths and English (including the development of phonics and early reading) is prioritised, alongside additional time for activities that support pupils' mental health and wellbeing (such as PSHE, circle time, outdoor learning and physical activity).

Baseline assessments of pupils (in phonics, reading, writing and maths) are used to identify individual and collective gaps in children's learning. The outcomes of these assessments help inform class teaching programmes and identify individuals (and groups of pupils) who need to be prioritised for intervention and support. Baseline assessments were undertaken in October 2020. Following the latest period of extended school absence, new baseline assessments will be completed before the end of the spring term.

Regular follow-up assessments ascertain how well pupils are progressing, the speed of catch-up and outstanding learning gaps. The outcomes of assessments help ensure that teaching programmes are highly relevant (and organised in a way that prioritises collective areas of weakness) and intervention and support programmes are prioritised according to need.

Specific approaches (support and intervention programmes):

Same day Interventions

Children are monitored and assessed during their daily maths and English lessons. Those pupils who have misconceptions (or specific difficulties) with the subject matter taught have a follow-up session (individual or small group) with a Teaching Assistant to review their work and address the misconceptions. This is a programme of daily interventions for pupils in Years 1-6 and runs through the year.

Programme of 1-2-1 and small group tuition sessions

The sessions, led by a qualified teacher, focus upon identified next-targets in reading, writing and/or maths. This programme of weekly interventions runs through the year and is for pupils in Years 2-6 whose assessments / teacher feedback indicate that they have pressing academic needs

Programme of 1-2-1 and paired numeracy & literacy session

The sessions, led by a Teaching Assistant, focus upon the development of phonics, early reading and number work. The programme of intervention runs from March until July and targets pupils in Reception and Years 1 & 2

Online tutoring through the National Tutoring Programme (NTP)

Small group English or maths tuition led by qualified teacher through Pearson Education.

Each child receives 15 hours of tutoring led by a qualified teacher.

The initial programme runs from March until July and targets Year 5 & 6 pupils.

Catch-up Premium Progress review (January 2021)

Analysis of the autumn term assessment data evidences accelerated pupil progress from October 2020 baselines (for pupils in Years 1-6).

-In Reading 29% of pupils made accelerated progress (moving up one, or more, assessment bands in the autumn term) (e.g. from below to in-line or in-line to above).
>98% of pupils made at least expected progress in Reading.

-In Writing 15% of pupils made accelerated progress (moving up one, or more, assessment bands in the autumn term).
>98.5% of pupils made at least expected progress in Writing.

-In Maths 23% of pupils made accelerated progress (moving up one, or more, assessment bands in the autumn term).
>98% of pupils made at least expected progress in Maths.

>By December 2020 assessment outcomes evidence that a significant proportion of the targeted 'catch-up' pupils (those pupils whose attainment had fallen back from their March 2020 assessments) had recovered to their previous assessment levels.

Reading 13/18 pupils (72%) with 10/14 below to ARE (71%); Writing 9/ 18 (50%) with 6/14 below to ARE (43%); Maths 11/13 (85%) with 9/10 below to ARE (90%)

Good evidence of wider catch-up and progress towards overall end of year attainment targets (set for July 2021)

Comparison of overall attainment from October – December 2020

	Years 1-6	Reading	Writing	Maths
Oct 2020	ARE+	80%	76%	80%
	+ARE	41%	36%	41%
Dec 2020	ARE+	86%	79%	86%
	+ARE	50%	39%	48%
ARE+ Change (Oct-Dec)		+6%	+3%	+6%
+ARE Change (Oct-Dec)		+9%	+3%	+7%

>Overall increase in the % of pupils working **AT Age Related Expectation (ARE) or above**.
Reading +6%, Writing +3% Maths +6% (from October 2020 baselines)

>Overall increase in the % of pupils working **ABOVE Age Related Expectation (+ARE)**
Reading +9%, Writing +3% Maths +7% (from October 2020 baselines)

Comparison of overall attainment December 2020 Vs July 2021 targets

	Years 1-6	Reading	Writing	Maths
Dec 2020	ARE+	86%	79%	86%
	+ARE	50%	39%	48%
JULY 21 TARGETS	ARE+	87%	84%	87%
	+ARE	44%	38%	43%
Difference from target ARE+		-1%	-5%	-1%
Difference from target +ARE		+6%	+1%	+5%

>Strong progress towards end of year attainment targets.

At ARE targets: Reading 1%, Maths 1% & Writing 5% below July 2021 targets.

Above ARE targets: Reading 6% above, Maths 5% & Writing 1% above July 2021 targets.

