

# PUPIL COVID-19 CATCH-UP STRATEGY STATEMENT

## STAMSHAW JUNIOR SCHOOL



### SCHOOL OVERVIEW

Metric	Data
School name	Stamshaw Junior School
Pupils in school	229
Proportion of disadvantaged pupils	42%
Proportion of vulnerable pupils	TBC
Catch-up premium funding	£18K
Publish date	October 2020
Review date	July 2021
Statement authorised by	LGB
Catch-up premium lead	Rob Jones
Governor lead	

### TEACHER ASSESSMENT AT MARCH 2020 (Prior to school closures)

Measure	Reading	Writing	Maths
<b>Current Year 3 (based on March 2020)</b>			
Meeting expected standard at KS1	No KS1 data		
Achieving high standard at KS1	No KS 1 data		
<b>Current Year 4 (based on March 2020)</b>			
Working at ARE+	57%	55%	61%
Working at GDS	12%	10%	14%
<b>Current Year 5 (based on March 2020)</b>			
Working at ARE+	63%	56%	55%
Working at GDS	20%	11%	17%
<b>Current Year 6 (based on October 2020)</b>			

Working at ARE+	61%	53%	62%
Working at GDS	11%	6%	13%

## IMPACT: PROGRESS IN ATTAINMENT JULY 2021

Measure (based on July 2021)	Reading	Writing	Maths
<b>Current Year 3 (based on July 2021)</b>			
Working at ARE+	47%	42%	60%
Working at GDS	14%	10%	11%
<b>Current Year 4 (based on July 2021)</b>			
Working at ARE+	66% ↑ (9%)	42% ↓ (13%)	56% ↓ (5%)
Working at GDS	17%	8%	8%
<b>Current Year 5 (based on July 2021)</b>			
Working at ARE+	66% ↑ (3%)	54% ↓ (2%)	61% ↑ (6%)
Working at GDS	22%	5%	20%
<b>Current Year 6 (based on July 2021)</b>			
Working at ARE+	65% ↑ (4%)	70% ↑ (13%)	65% ↑ (3%)
Working at GDS	3%	2%	4%

## OVERVIEW OF DISADVANTAGED AND VULNERABLE PUPIL CATCH-UP NEEDS

Measure	Comment
Reading	<p>Assessment of starting points for all children will take place in Reading, Writing and Maths. This will allow us to quickly identify any gaps that need filling. Assessments will lead to identifying which subject areas will need to take priority, although the main emphasis will remain on Reading, Writing and Maths</p> <ul style="list-style-type: none"> <li>• Quality whole class 1<sup>st</sup> teaching</li> <li>• Phonics catch up in year 3 using No Nonsense Phonics in small intervention groups</li> <li>• Dyslexia Gold spelling &amp; reading programme for identified children.</li> <li>• Extra daily reading.</li> <li>• Using the library effectively whilst following the guidance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Bug Club to support reading.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Quality whole class 1<sup>st</sup> teaching</li> <li>• CHAT – writing conferencing developed by the school. See details.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Quality whole class 1<sup>st</sup> teaching</li> <li>• Third Space Maths 1:1 Tuition of for year 5 children.</li> <li>• Times Tables Rockstars to improve times tables</li> <li>• Power Maths &amp; White Rose to continue.</li> </ul>

## SCHOOL'S CATCH-UP PRIORITIES

Priority	Target	Target date
Quality First Teaching	For all Teaching & Learning across all classrooms to be at least good	Ongoing
Reading	For outcomes to be at least where they were as of March 2020	End of July 2021
Writing	For outcomes to be at least where they were as of March 2020	End of July 2021
Maths	For outcomes to be at least where they were as of March 2020	End of July 2021

## CATCH-UP PLAN

Priority	Activity	Projected Spend
Priority 1	Writing conferences known as CHAT to be completed fortnightly focusing on small groups of disadvantaged children. See EEF Toolkit.	£5000
Priority 2	Phonics Intervention catch up in Year 3 using No Nonsense Phonics	£300
Priority 3	Reading Catch using Bug Club & Dyslexia Gold	£849 + £799
Priority 4	Quality Subject Leadership release time, particularly in English and Maths, to support teaching & learning for high quality first teaching, including quality interventions – cost towards a Cover Supervisor.	£9000
Priority 5	One to One tutoring delivered by Third Space Maths for the summer term 2021 Year 5 Only.	£2000
Total spend so far		£17,948

## MANAGING RISK

Priority	Challenge	Mitigating action
1	Teachers unable to complete fortnightly CHAT due to cover and space issues	TAs and CS to cover teachers with planned in activities which enable TAs & CS to facilitate. Teachers to complete CHAT just outside the room
2	Support Staff need training and support for delivery.	Training and support to be delivered by English Lead and track progress.
4	Subjects leaders not being allocated quality time.	An additional Cover Supervisor has been appointed to ensure release time is available.
5	Graduate allocated is not having an impact	Ensure we get to interview/select the graduate beforehand.

## REVIEW: END OF YEAR REVIEW OF IMPACT

Aim	Outcome <b>See Impact data on Page 2</b>
For attainment to at least the same by the end of July 2021 or with as little regression as possible.	<p><b>Year 4:</b>            Reading attainment improved by 9%            Writing attainment declined by 13%            Maths attainment declined slightly by 5%            Generally pupils in year 4 did not regress in Reading and Maths however there was a dip in writing. There will be continued focus on writing intervention in year 5 to close the gap.</p> <p><b>Year 5:</b>            Reading attainment improved by 3%            Writing attainment declined slightly by 2%            Maths attainment improved by 6%            Pupils <b>did not</b> regress R,W &amp;M</p> <p><b>Year 6:</b>            Reading attainment improved by 4%            Writing attainment improved by 13%            Maths attainment improved by 3%            Pupils <b>did not</b> regress and made good improvement in R,W &amp; M. Outstanding improvement/catch up in writing was particularly made as a result of outstanding teaching and</p>

	<p>interventions. This was moderated by the Portsmouth moderation team.</p>
<p>Alongside Catch Up, for all Teaching &amp; Learning across all classrooms to be at least good. For the quality of education children receive to be good.</p> <p><i>This has been validated by a school review by the Trust on the 30<sup>th</sup> June 2021</i></p>	<ul style="list-style-type: none"> <li>• Teaching &amp; learning is good or better in all classes.</li> <li>• Both senior and middle leadership has been able to make rapid improvements to the quality of education because leaders provide regular support and challenge for all staff.</li> <li>• Expectations have risen sharply because teachers follow the teaching and learning policy explicitly, which is a policy for all subjects. This policy includes marking expectations.</li> <li>• Reading remains a priority with the library at the heart of the school.</li> <li>• Behaviour for learning is a strength of the school as a result of the school values which are seen throughout the curriculum with staff continuously encouraging children to follow them in their learning. These values are to prepare children for later life.</li> <li>• Progress has improved significantly due to Quality first teaching focused on EPIC (Excitement &amp; Enjoyment, Pace &amp; Progress, Included &amp; Independent, Consistency &amp; Challenge) so that all children including disadvantaged and SEND make progress.</li> <li>• Through regular moderation, pupil progress meetings and regular meetings with staff, plans are put into place to try and narrow the gap through mainly first quality teaching then through interventions, pre and post teaching and focused smaller group teaching</li> <li>• Leaders are able to intervene swiftly where needed due to a timetable monitoring programme is in place which includes regular book looks, planning scrutiny, learning walks and lesson observations.</li> <li>• All teachers use OTrack to track teaching and learning and work with senior leaders to monitor groups of pupils including SEN and disadvantaged.</li> <li>• Power Maths alongside White Rose is used to teach maths and is closely followed for planning. The school makes use of White Rose Assessments for both summative and formative assessments.</li> <li>• A combination of our own SJS curriculum and Cornerstones Curriculum, an online curriculum, is used by teachers to map put their topics with trips, visitors and topic days planned for exciting hooks.</li> <li>• Termly Curriculum letters showcase the curriculum in each year group.</li> <li>• Senior leaders provide additional support for teachers requiring additional support and training with subject leaders using their action plans to drive their subject forward. The school has weekly focused PDMs with all middle leaders having opportunities to lead on their subject. The school also signs up to the National College where staff are given opportunities to half termly self led CPD.</li> </ul>

	<ul style="list-style-type: none"> <li>• The teaching of reading is taught daily through shared texts using an approach where teachers firstly teach key word knowledge and understanding taken from the text. Once these key words are fully understood, the children study the text in full. Reading is a priority across the school with the library physically positioned at the heart of the school. The school is currently being trained in Accelerated Reader to further improve reading across the school.</li> <li>• Attainment across the school is improving quickly however there are gaps in children's learning particularly in maths (arithmetic) in the upper phase as a result of poor teaching and learning prior to September 2019 and COVID.</li> <li>• Learning attitudes &amp; behaviours are particularly good, if not outstanding, with very few children off task during lessons.</li> <li>• Previous data from the ISDR is from the previous Trust's legacy and does not reflect where the school currently is since September 2019.</li> </ul>
<p>One to One tutoring delivered by Third space Maths to have additional positive impact. National Tutoring Programme (NTP)</p>	<ul style="list-style-type: none"> <li>• 15 pupils had 140 hours of teaching, which covered 719 learning objectives steps. The tutoring covered identified gaps in knowledge for the individual pupils, ranging from Year 1 objectives to year 4.</li> <li>• All pupils made progress with the objectives taught, progressing through year group objectives for the strands taught.</li> <li>• 4 pupils who were PKS in assessment are now WTS</li> <li>• 11 pupils who were low WTS (working on year 3 objectives) are now more secure WTS, working on Yr 5 objectives</li> <li>• From recent standardised assessments 10/15 are back on track to be ARE for maths (66%)</li> <li>• Pupils feel more confident at answering mathematical questions and say that they enjoy maths more as a result of this.</li> <li>• These pupils are receiving another block of 15 hours of 1:1 tutoring sessions in year 6.</li> </ul>