



THE CONSORTIUM
ACADEMY TRUST

Catch Up Premium Strategy Statement

The Coronavirus Pandemic has placed children and young people in unprecedented times with significant periods of lost teaching. We must be aware that the impact of lost teaching will be felt for a number of years to come within education.

In a support to address the legacy of lost teaching, the Government has allocated a one-off payment to all schools and academies to ensure that support can be offered to learners in the school environment to move forward and accelerate progress, maximising opportunity to succeed in their academic studies.

This single funding total allocated to each academy will be spent in the most appropriate way for individual learners, cohorts and circumstance to deliver a bespoke package of support relevant to each individual academy.

The impact of the funding available to each academy will be reflected in the sustained academic performance over the coming years. Local Governing Boards will hold Headteachers and Senior Leaders to account for the impact of their strategy.

School overview

| Metric | Data |
|------------------------------------|---------------------------------------------------|
| Academy Name | Keyingham Primary School |
| Learners on role | 181 (199 inc. FS1) |
| Proportion of disadvantaged pupils | 22% |
| Proportion of SEND learners | 22% |
| Total Catch Up Premium allocated | £15,360 |
| Strategy Published date | October 2020 |
| Review dates | This plan will be reviewed termly at LGB meetings |
| Catch Up Premium lead | Victoria White |
| Governor lead | Paul Hogan (Chair) |

TARGET 1: Good Teaching – strategies identified to maximise good teaching to move learners forward

| Measure | Activity |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | We aim to improve the quality of teaching in school in Literacy by investing in staff CPDL to support our chosen teaching strategies. We are buying in to the Jane Considine CPDL package for EYFS to KS2 across Reading & Writing (with potential Spelling support being published later this year). We will also be buying the Oxford Reading Buddy scheme to support staff in assessing and developing early reading through a blended learning platform. |
| Priority 2 | To support our developing blended learning package, we are looking to buy in Purple Mash as a suite of ICT resources. |
| Projected spending | £4500 |

TARGET 2: Targeted academic support – strategies identified for individual or cohorts of learners where additional support is required

| Measure | Activity |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | We are working with a Speech & Language Therapist to support our SEND team, to develop staff CPDL and to work with individual pupils if necessary (following baseline assessment analysis) |
| Priority 2 | We are buying in several software support packages and CPDL packages to support early language and literacy development (and also with older SEND pupils who have been identified through baseline assessment). We have also registered for the government funding of the NELI but will hold back enough funding in the short-term to support the purchase of this training and resource if required. |
| Projected spending | £2900 (+£1350 for NELI) |

TARGET 3: Wider strategies for support – many learners will benefit from wider strategies to enable them to access learning and additional academic support

| Measure | Activity |
|--------------------|------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Increase in salary of qualified member of support staff to HLTA to support consistency for learners |
| Priority 2 | Investing in resources to support language and problem-solving skills in our SEND pupils across EYFS, KS1 & KS2. |
| Projected spending | £6500 |

Monitoring of the Catch Up Strategy

| Area | Review Date | Impact/Review Statement |
|----------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Review 1: December 2020 | <ul style="list-style-type: none"> The CPDL for English has helped to raise standards of consistency and quality of teaching and learning both in school and remotely. Autumn assessment data is showing improvement in levels of attainment |

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| | Review 2: March 2021 | <p>for pupils in their Reading and Writing already.</p> <ul style="list-style-type: none"> • We are still awaiting the full launch of the Reading Buddy programme but the e-book library has been launched with pupils and is allowing for increased access to the correct level book and reducing transmission risks at this time. The full Reading buddy programme will help with accuracy of teacher assessment and so we await this eagerly. • Purple Mash and Serial Mash subscriptions have now been purchased and their impact during the recent national lockdown was significant. The helped with pitch of learning in core and foundation subjects and encouraged pupil engagement in the remote platform. |
| Targeted support | <p>Review 1: December 2020</p> <p>Review 2: March 2021</p> | <ul style="list-style-type: none"> • We have yet to start work with the SaLT due to COVID restrictions but staff CPDL is scheduled for remote delivery in Spring 2021 and hopefully visits will start then. • The programmes purchased for personalised learning are showing a significant impact on the Literacy levels of those pupils accessing them. • Although we were successful in receiving this through the DfE sponsored programme at no cost to the school, due to COVID restrictions, NELI training has yet to begin. • The SaLT CPDL and individual visits have now begun. The impact of the CPDL was immediate e.g. FS1 pupil baseline process for Communication & Language was reviewed and moderated by EYFS staff and SLT to identify gaps in ARE. |
| Wider strategies | <p>Review 1: December 2020</p> <p>Review 2: March 2021</p> | <ul style="list-style-type: none"> • Our HLTA in post has been working predominantly across EYFS and KS1 to boost communication & language skills with an identified group. Autumn assessment data shows an improvement in attainment in CL and phonics specifically. • The HLTA in post has now moved to cover a long-term teacher absence and so we have begun to investigate the transfer of this post to another member of staff who has had |

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| | | significant impact on pupil progress in English. |
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Review: aims and outcomes 2020/21

| Aim | Outcome |
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