



**St Andrew's CE VC Primary School**  
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*A Church school that grows, learns and achieves together.*

## Catch up Strategy 2020 -2021

### School overview

Metric	Data
School name	St. Andrew's CEVC Primary School
Pupils on role	62
Proportion of Pupil Premium children	17.7%
Proportion of SEND children	6.5%
Catch allocation for this academic year 2020-2021	£4,880
Publish date	October 2020
Review date	July 2021
Statement authorised by	Helen Green
Governor lead	

### Strategy aims for disadvantaged pupils (Pupil Premium)

Measure	Activity
Priority 1	To ensure quality first teaching and learning in Maths and English
Priority 2	To ensure that all pupils receive "catch up" tuition to enable them to achieve their expected outcomes and for gaps in learning to be filled.
Barriers to learning these priorities addresses	Increased gaps in Maths and English (phonics, reading, extended writing) for those children whose learning during Lockdown (March –end of July) was not well supported.
Projected spending	

## Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in reading	To improve reading skills (inference and decoding) across the school. Pupils achieve their expected outcomes by the end of the academic year.	September 2021
Progress in writing	To increase the number of Greater Depth writers in a range of genres both at KS1 and KS2. Pupils achieve their expected outcomes by the end of the academic year.	September 2021
Progress in Maths	SEN/PP children are making at least the same amount of progress and narrowing the gap in attainment to their peers. Pupils achieve their expected outcomes by the end of the year.	September 2021

## Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	<p>Teachers to provide quality first teaching – children working collaboratively; opportunities provided for talk and vocabulary development; early intervention; quality feedback in the lesson to move the learning on.</p> <p>Applied for Nuffield Early Language Intervention Programme to provide identified children with targeted language support.</p> <p>Clicker programme to support writing</p> <p>Daily hour “Catch Up” time – to address any identified gaps in learning; to address any misconceptions from the previous day’s learning; to provide small group intervention support from the class teacher; to provide guided group work and one to one support for targeted pupils.</p>
Priority 2	Ensure staff are aware of the need for “Catch Up”.

	Teachers identify the need for “Catch Up” through assessments at the start of the academic year and through on going formative assessment Re-deployment of staff to ensure support is provided to pupils in class, small groups and one to one.
Barriers to learning these priorities address	Providing “Catch Up” in Maths, Phonics, Reading and Writing.
Projected spending	Funds will be used to purchase resources and to help fund the cost of existing TAs

### Wider strategies for current academic year for disadvantaged and SEN pupils

Measure	Activity
Priority 1	Release time for SEN leader to monitor pupils progress through observations and pupil voice SEN lead to provide CPD to TAs once a month SEN lead to meet with parents to discuss progress
Priority 2	Support for individual pupils - academic and well being ( ELSA, Yoga, PSHE – Jigsaw, Zones of Regulation)
Barriers to learning these priorities address	Readiness to learn for SEND pupils.
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### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for professional development	Staff meeting time. Support from consultants to ensure quality first teaching. Teacher release time –peer observations. Regular updates by teaching staff and liaison with teaching assistants supporting pupils.
Targeted support	Ensuring enough time for SEN lead to provide CPD to TAs. Ensuring enough time for SEN lead to monitor pupils progress and the impact of	SEN lead to be provided with release time.

	small group work/ interventions.	
Wider strategies	Families providing home support and developing home/school links	Engage with families through regular meetings and communication