

COVID-19 CATCH-UP STRATEGY STATEMENT

Court Lane Junior



SCHOOL OVERVIEW

Metric	Data
School name	Court Lane Junior School
Pupils in school	478
Proportion of disadvantaged pupils	23%
Proportion of vulnerable pupils	10%
Catch-up premium funding	£38,080
Publish date	19/10/20
Review date	
Statement authorised by	Local Governing Board
Catch-up premium lead	Head teacher
Governor lead	Glynis Alexander

TEACHER ASSESSMENT AT MARCH 2020

Measure (based on March 2020)			
Current YR	N/A		
	Reading	Writing	Maths
Current Y2			
Working at ARE			
Working at GDS			
Current Year 3 x5 children no confirmed data			

Meeting expected standard at KS1	75%	70	77
Achieving high standard at KS1	27	19	27
Current Year 4 x2 children no confirmed data			
Working at ARE	76	73	78
Working at GDS	26	15	26
Current Year 5 x4 no KS1 or Spring data			
Working at ARE	84	71	81
Working at GDS	27	8	20
Current Year 6 x2 no Ks1 or Spring data			
Working at ARE	81	77	81
Working at GDS	36	26	41

OVERVIEW OF DISADVANTAGED AND VULNERABLE PUPIL CATCH-UP NEEDS

Measure	Comment
Reading	It is anticipated that the closure of school will have had more impact on PP children than all children Encouraging independence in learning from different starting points and providing catch-up in core subjects – where there is a current area of weakness
Writing	
Maths	

SCHOOL'S CATCH-UP PRIORITIES

Priority	Target	Target date
1. Year 3	Consistent and accurate application into reading and writing of all 5 phases of phonics. Improved percentages of pupils are reading and writing at ARE from September baseline.	Spring 2
2. Year 3,4,5	Further develop writing stamina, with increased cohesion, transcription for more effective composition. Improved percentages of pupils are writing at ARE from September baseline.	Spring 2

3. Year 3,4,5	Expand children's reading inference skills Improved percentages of pupils are reading at ARE from September baseline.	Spring 1
4. Year 5&6 Reading and Writing	Children to understand and carefully consider the vocabulary and grammar choices they make to apply skills for the audience and purpose they are writing for Improved percentages of pupils are writing at ARE from September baseline.	Spring 1
5. All year groups	Develop reasoning and fluency with a broad range of arithmetic strategies in the context of each unit of work Improved percentages of pupils are working at ARE in maths from September baseline.	Spring 2
6. All Year groups	Support individuals to be active and have positive mental health and wellbeing Attendance levels are not negatively affected by wellbeing. Pupils demonstrate positive attitudes to their learning.	On going

CATCH-UP PLAN

Priority	Activity	Projected Spend
Priority 1	Purchase more green and orange band phonic specific books Secure Lexia Core 5 licences x100 Year 3 SALT focus TA time 1.5 x 5 afternoons	£1,200 £7,700 £1,281 (Sept – Nov) £2426 (Jan onwards)
Priority 2	Weekly engaging opportunities to write and build to lengthier pieces Writing conferencing * Cover supervisory time each year group 4 x 4 hours each year group	£8145
Priority 3	Librarian time in Years 3 and 4: 3.5 hours per week	£2120.
Priority 4	Further enriching texts to support main reader Weekly engaging opportunities to write and build to lengthier pieces	£400 (£100per year group) £2036

	Writing conferencing * Additional Cover supervisory time in year 6 x 4 hours	
Priority 5	Further Concrete Maths resources Maths conferencing * Cover supervisory time each year group 4 hours each year group	Schools budget £8145
Priority 6	Pastoral/ELSA time in every year group Deployed 4x 4 half days each year group	Shared cost with Pupil Premium
Spend priority 1-5		£33,453
Total spend		£38,097

MANAGING RISK

Priority	Challenge	Mitigating action
12345	Adults don't run the 1:1 and group activities IT and space issues	Time tables monitored Staff trained to troubleshoot in first instance
	Staff unclear of expected outcomes Impact too broad to be measured accurately	Focused activities and small steps Good team communication Teachers oversee all interventions
	Release not protected by SLT/ Year team to ensure high quality teaching and successful intervention Lockdown for bubbles or school halts interventions	Learning modelled, success exemplified and catch up prioritised Consider IT basis for intervention so can continue wherever learning happens

REVIEW: END OF YEAR REVIEW OF IMPACT

Aim	Outcome

1. Curriculum Statement