

Catch-up premium strategy statement 2020 – 21



Cherry Willingham Primary Academy

	Data
School name	Cherry Willingham Primary Academy
Pupils in school	210
Proportion of disadvantaged pupils	17.2 %
Covid funding allocation	£17 500
Publish date	1.10.2020
Review date	1.9.2021
Authorised by	K Evans
Governor Lead	A Smith

Assessments used to identify pupils most in need of additional support:

Baseline Assessments on return to school after lock down :

- All pupils in Reception, Year1, Year 2 were assessed for phonics knowledge.
- Reading assessments (PIRA) for Y2 to Y6
- RUBRIC fluency checks Y3 to Y6
- Maths White Rose assessments Y1 to Y6

Identified impact of time out of school due to lockdown:

- **Reading.** There was a noticeably large gap in fluency with those that were encouraged to read in lockdown and those that were not. Reading resilience was generally poor.
- **Phonics.** Lack of exposure to daily phonics and QFT was swiftly identified
- **Writing.** Spelling across all age groups were noticeably poorer due to lack of regular practice. Poor recall of basic skills was apparent in **Grammar.** Grammar learnt was not feeding through into writing. In writing resilience was poor and lacking in quality.
- **Maths.** Basic recall of facts in arithmetic was not as strong as previously. Confidence and independence was low in reasoning.
- **Other subjects.** Obvious gaps in learning where whole topics had not been taught and connections with previous knowledge was not made.

Strategy Aims

1. Ensure gaps in learning are clearly identified from baseline assessments
2. Provide quality first teaching and learning to address these needs through careful planning and narrowing of the curriculum short term
3. Targeted interventions will support daily teaching. Small group or one to one tuition for phonics and maths daily
4. Specific interventions to support fluency in reading. Regular tutoring, one to one or small groups by a qualified teacher.
5. Supporting pupils with Social and Emotional needs, including their families, with experienced professionals.

Monitoring and Implementation

	Implementation	Impact
Teaching and assessment	QFT for all pupils , careful planning of learning concepts and knowledge following assessment	

Targeted support	Daily support for pupils following QFT in Reading, Phonics, Maths	
Interventions	Reading fluency intervention 3x week with identified pupils to build confidence and fluency	
Wider strategies	Attendance tracked closely. Behaviour plans support pupils Play therapy implemented for identified pupils	