

New River College Primary: Summary of Catch-Up Strategy

School information			
School	New River College Primary		
Academic Year	2022-23	Catch-Up Funding Received 2022-23	Catch up NTP £6,768+Recovery £6,000+Pupil Premium £19,390 = £32,158
Total number of pupils	22 (all attending)	% Disadvantaged Pupils	96%
Contextual Information (if any)			
Attendance rates for pupils 2017-18 88.16%, 2018-19 80.50%. 2019-20 75.43%, 2020-21 77.81%, 2021-22 84.76% 71.42% of pupils have EHCPs with further pupils currently undergoing assessment (forecasting 80.95% of our pupils with an EHCP). These pupils' high needs mean they need significantly higher levels of support to access remote learning. PP – 78%, FSM – 89%, EHCP – 73%, CSC Yes 39%			
1. Current attainment			
Attainment for: 2021-22 Whole school	Pupils eligible for PP (your school) 94.4%	Pupils not eligible for PP (your school) 0.6%	
17.4% achieving expected age related standard or above in reading, writing and maths	% made progress from their starting points. 65% met their SEN target 0.6% made progress in line with national expectations 0.6% met aspirational targets.	% made progress from their starting points. 100% met their SEN target 0% made progress in line with national expectations 0% met aspirational targets.	
17.4% achieving expected age related standard or above in reading	% made progress from their starting points. 88% met their SEN Target. 47% made progress in line with national expectations. 29% met aspirational targets.	% made progress from their starting points. 100% met their SEN Target. 0% made progress in line with national expectations. 0% met aspirational targets.	
17.4%% achieving expected age related standard or above in writing	% made progress from their starting points. 71% met their SEN Target. 18% made progress in line with national expectations. 6% met aspirational targets.	% made progress from their starting points. 100% met their SEN Target. 0% made progress in line with national expectations. 0% met aspirational targets.	

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17.4% achieving expected age related standard or above in maths	% made progress from their starting points. 82% met their SEN Target. 24% made progress in line with national expectations. 18% met aspirational targets.	% made progress from their starting points. 100% met their SEN Target. 100% made progress in line with national expectations. 100% met aspirational targets.
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Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

A.	Progress in Maths and Reading for KS1 and KS2 due to a. pupil's starting at much lower on-entry levels than the national average expectation, b. Social, Emotional and Mental Health (SEMH), history of exclusion and trauma are having detrimental effect on their academic progress.
B.	Gaps in learning due to COVID-19 and with less than good attendance due to challenges for families.
C.	To re-engage pupils with SEN (Complex trauma, Autism, ADHD, Tourette's, sensory needs) in learning across the curriculum and supporting them to manage in class.

Summary of Expected Outcomes

A.	All Pupils to make at least expected progress by the end of the year. This will be evidenced using KS1 tests and teacher assessment, SATs results, phonics tests and new multiplication tests.
B.	Catch-up programme of intervention in reading and maths
C.	Pupils make good progress in their Personal development as measured through evaluation of the personal development curriculum and progress from starting points using the personal development assessment framework.



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STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Target pupils	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Increased progress in phonics and reading for KS1 and KS2 pupils	- Star reading assessments at induction and end of year. - Embed Letters and Sounds as the key phonics teaching programme. - Embed 'Big Cat' reading scheme. - Embed whole class GEMs reading approach. - Daily sharing of book with an adult reward scheme in place. - Pupils take reading books home daily with rewards attached for return. - Improve engagement of older children to read books daily at home. - Embed use phonics screening tool and rescreening to better track pupil progress. - CPD in 'Talk for Writing' approach for implementation 2022-23. - CPD for subject lead through local authority network meetings and LA consultant visits and advice. - Continue to embed use of Lexia Core 5 phonics and reading programme promoted through parent engagement meetings, letters home and rewards in school for	All	Nearly all pupils make progress in line with national expectations. Pupils make rapid progress in their reading age – at least one year's progress in a year.	ML, KG	Book looks and learning walks KS1 test results and teacher assessment, SATs results 1:1 supervision includes analysis and actions on pupil progress. Pupils progress and success in national tests shows improvement. PM targets for subject leads	Subscription to Lexia Core 5 £710.80 Star Reader £400.00 5 days Local Authority Consultant support in English and Maths Power of Reading £350.00 CPD talk for writing January 2023 £500.00	

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	uptake. Reports and rewards communicated to parent/carers. - Continue to improve book corners e.g., with personalised pictures of pupils and to promote reading for pleasure. - Medium term planning is well sequenced with good progression in knowledge and skills supported by the Power of Reading Scheme subscription.						
Increase progress for Maths at KS1 and KS2	- Ongoing CPD in effective use of manipulatives, representations and strategies in teaching multiplication. - CPD and support for teachers (including support, training and advice from the LA) to develop medium term planning that addresses the individual needs in their classes - Embed use of Times Tables Rock Stars. - Planning shows the curriculum is well-sequenced, builds on prior learning, is ambitious with mathematical fluency developed through themes. - Improve opportunities to learn mathematical skills through practical	All	KS1 and KS2 results, phonics and multiplication test results. Most pupils make progress in line with national expectations.	ML, CK	Lesson observations, book monitoring, Planning scrutiny Staff evaluation from CPD demonstrates improved pedagogical content knowledge. Scrutiny yearly overviews and medium-term planning	Subscription to Times tables Rock Stars £72.00 MyMaths Primary £355.00 White Rose Numbots	

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Strategies to improve sensory integration support for pupils with Complex trauma / ASC/ADHD / Tourette's	- Set up a sensory corridor - Embed sensory grounding opportunities at the end of outdoor play to support transitions back to learning. - In class use of desk exercises, helper jobs e.g., wipe board, carry something heavy, wall push ups, bear crawls. - Create a central area for sensory integration resources in each classroom. - Staff to have visuals for areas of school on cards at all times - Staff improved awareness of ASC and sensory integration strategies - Individualised sensory strategies - Preventative sensory training and advice from Bridge 'What toys are and when to use them?'	All	Pupils are more regulated and sensory integration enables them to focus for longer periods on learning. Transition and visual communication strategies (within school and lesson activities) support pupils learning and behaviour		Autism and sensory needs action plan SEN learning walks with focus on sensory strategies	£6,000	
Cost - Sub-totals						£8315.00	
Total budgeted cost for Strand 1						£8315.00	

STRAND 2: TARGETED SUPPORT

Element of Strand	Action/Strategy	Target pupils	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
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Personal development Intervention programmes	- Wider range of behaviour interventions developed focused on facilitating pupils' personal development e.g., Lego therapy, emotional regulation, friendship group, 1:1 or small group sessions with specific focus e.g., transition, resilience, social communication - Staff to reinforce reward system during incidents - Staff to embed trauma informed scripts and modelling strategies across the school from training - Ongoing CPD for staff in implementation of 'zones of regulation'.	Pupils are identified through the focus areas for development following their personal development assessment	Progress in focus areas of personal development assessment	CK / NR	Teachers complete report cards daily in class on personal development displays on how well pupils are achieving in their personal development focus. Weekly reports enable pupils and staff to reflect on individual achievement in personal development Class teams complete the personal	See CAMHs / EPS cost	
Individual academic intervention	CPD on 5-minute box from Samuel Rhodes that focus on memory of spellings and focus on key words each week. www.fiveminutebox.co.uk for years 1 – 4 and for older pupils with SLD.	Pupils that have not mastered reading and spelling	Faster rates of progress in reading	KG / AP	Learning walks, observations Progress reviews	Box 1 £100.00	
Extended school time (before and after school interventions)	- Extended school day 2.30 – 3.30 pm each week for team games - Rewards attached to each session.	All pupils other than those who are not managing a full school day on a regular basis.	Rates of progress show gap is closing	RSC	Learning walk Progress reviews	None	

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1:1 academic intervention	- Structured planned and individualised intervention – 1:1 reading, 1:1 maths delivered by HLTA for teaching and learning - Specific intervention to support pupils in multiplication. - Hall of fame assemblies and rewards for achievement in TTRS.	Targeted pupils based on identified gaps / low reading ages / personal development focus.	Rates of progress show gap is closing.	KG / AP	Learning walks Progress reviews	£6768.00	
Increase progress for maths and reading at KS1 and KS2	Bespoke support / intervention plans for Year 1 Phonics, Year 2 teacher assessments, Year 4 multiplication and Year 6 SATS making best use of LAs.	All pupils in preparation for tests	Outcomes in KS1 and 2 assessments, phonics and multiplication improved.	KG, CK	Learning walks Progress reviews Review at Primary leadership team	None	
Cost - Sub-totals						£6868.00	
Total budgeted cost for Strand 2						£6868.00	

STRAND 3: WIDER STRATEGIES

Element of Strand (e.g., Access to technology)	Action/Strategy	Target pupils	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Continue strategies to improve attendance	- Ongoing - Constant contact with Parents - Constant contact with social workers – Pro actively working together	Pupils with less than 95% attendance	Attendance improves 2022-23 to over 88% Reduction in unauthorised attendance and lates	CK, RSC	Half termly data analysis and intervention in primary leadership team and TAS		

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	• Individual approach for each child • Staff support where children need to be picked up and brought to school. • Support for parent/carers in getting SEN transport. • Home visits – EWO + Staff • Weekly rewards + Termly rewards • EWO weekly attendance letters for poor attendance sent home						
Parental engagement	• Consult with parent/carers to identify what will help them support their child further with reading. Schedule of parent/carer meetings, weekly reports and structured conversations support parent/carers to be up to date with their child's progress and support learning at home. • Weekly texts to parent/carers to remind of rewards for ensuring book bags are returned each day and reading log is completed. • Parent/carer meetings around ways to support reading at home and online including Lexia, teaching of maths and phonics.	All	Parent / carer take up of meetings Very positive survey feedback and feedback from case studies.	KG / CK / PB/DR	Monitoring levels of parental take up of 1:1 and group meetings. Monitoring and review of pupil take up of remote learning opportunities. Parent feedback surveys		

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	• Termly structured half day of activities to include parent/carers (e.g., showcasing work, reading together, craft activity linked to topics). • Half termly coffee mornings ran by family support practitioner focusing on a range of topics to support parents with difficulties linked to social, economic, and educational topics • Structured conversations at the beginning of every term to review pupil's progress • Sessions ran by CAMHs to support parents whose pupils have been diagnosed with ASC and ADHD						
To re-engage pupils in learning across the curriculum and supporting them to manage in class.	• Ongoing - Daily breakfast and snacks available throughout the day for all pupils • School staff used to cover classes rather than supply staff wherever possible • 1:1 mentoring trips / enrichment experiences	All	Attendance improves	CK	Monitoring of staff absenteeism and use of agency staff.	£1000.00	
Embed positive behaviour policy and rewards	• Ongoing CPD and consultation with all staff to review behaviour	All	Reduction in incidents and exclusions.	CK	Behaviour walks	Rewards £2000.00	

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	system around trauma informed behaviour management - Continue to embed restorative practices - School council and sessions with children in class - Displays in class to support staff and pupils - Embed token reward system and end of week shop for rewards - Purchase of school uniform and rewards weekly				Review of incidents and exclusions Class de-brief and reflective practice PM target review for lead teacher		
Support for staff and pupil well-being	- CAMHS led reflective practice for staff. - Support with strategies through TAS and advice to teaching staff - CPD around emotional regulation, diversity and trauma informed approaches - Pupil focus meetings where CAMHS and EPS contribute to discussion - CAMHS consultations offered to staff on 1:1 basis	All staff and pupils	Pupils make progress in their focus areas of personal development Staff surveys around well-being Staff develop better understanding of students SEMH needs and understand what is 'behind the behaviour'	CK/KG	CAMHS undertake robust evaluation of work with pupils CAMHS staff meet with staff to share progress, concerns and strategies for dealing with issues on a daily basis. Annual feedback collected from staff about CAMHS support offered to staff	£20,000	
Cost - Sub-totals						£23,000.00	
Total budgeted cost for Strand 3						£23,000.00	

Financial Summary

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Cumulative Sub-total for all strands	£38,183.00	
Total budgeted cost for all strands	£32,158.00	

