

# Universal Catch Up Premium Primary Strategy Statement



## School Overview

Metric	Data
School name	Shobnall Primary School
Pupils in school	215 (excluding Nursery)
Proportion of disadvantaged pupils	12%
UCUP Provisional Allocation 2020-2021	£17,600
UCUP Income Memorandum	£4,400 £5,808 £7,392
Academic year covered by statement	2020-2021
Publish date	October 2020
Review date	July 2021

## Teaching Priorities for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	To provide time for teachers to assess pupils' wellbeing and learning needs in order to provide the most effective form of support. Provide pupils with high-quality feedback that builds upon accurate assessment.
Priority 2	To ensure that teachers are provided with training, support and coaching to develop the quality of teaching to improve outcomes for pupils. Provide teachers with opportunities to observe good practice and adjust, refine and develop quality first teaching strategies.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of self-esteem and/or confidence due to low attainment and as a result of lockdown</li> <li>• Anxiety due to the national context</li> <li>• Lack of resilience and willingness to take risks with their learning</li> <li>• Poor fluency skills in mathematics due to lack of application and practice during lockdown</li> <li>• Poor literacy skills in reading and writing due to lack of application and practice during lockdown</li> <li>• Effective communication between school and families.</li> </ul>
Projected spending	£4,320

## Targeted Academic Support for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	To implement small group tuition from qualified teachers for pupils in years 1 to 6 as a catch-up strategy. Ensure tuition is informed by accurate assessment, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.
Priority 2	To plan and deliver one-to-one and small group structured interventions for SEND pupils who have fallen the furthest behind. Ensure interventions follow accurate assessment, support is well-targeted and pupil progress monitor stringently.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of self-esteem and/or confidence due to low attainment and as a result of lockdown</li> <li>• Anxiety due to the national context</li> <li>• Lack of resilience and willingness to take risks with their learning</li> <li>• Some pupils have additional SEND and more complex needs, requiring further intervention to address specific barriers</li> <li>• Poor fluency skills in mathematics due to lack of application and practice during lockdown</li> <li>• Poor communication skills arising in limited vocabulary and word recognition impacting on progress in reading and writing</li> <li>• Poor literacy skills in reading and writing due to lack of application and practice during lockdown</li> <li>• Effective communication between school and families.</li> </ul>
Projected spending	£12,280

## Wider Strategies for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	To provide pupils with access to Seesaw which will ensure all the elements of effective teaching are present when learning remotely (e.g. clear explanations, scaffolding, practice and feedback etc.). Ensure this builds upon previous success of remote learning and high levels of engagement from pupils and families during lockdown.
Priority 2	To provide parents and carers with resources, links and guidance when supporting their children at home, academically and pastorally through development of the school website as a resource sharing platform (e.g. advice about effective reading strategies at home etc.).
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of self-esteem and/or confidence due to low attainment and as a result of lockdown</li> </ul>

	<ul style="list-style-type: none"> <li>• Anxiety due to the national context, which may result in poor attendance</li> <li>• Lack of resilience and willingness to take risks with their learning</li> <li>• Some pupils have additional SEND and more complex needs, requiring further intervention and / or resources to address specific barriers</li> <li>• Poor fluency skills in mathematics due to lack of application and practice during lockdown</li> <li>• Poor communication skills arising in limited vocabulary and word recognition impacting on progress in reading and writing</li> <li>• Poor literacy skills in reading and writing due to lack of application and practice during lockdown</li> <li>• Effective communication between school and families.</li> </ul>
Projected spending	£1000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure adequate time is provided for analysis of assessment and professional development activities, taking into account staff absence statistics which may arise as a result of government self-isolation guidance.	Ensure INSET days, twilight training sessions and additional cover is set aside, adjusted accordingly in line with staff absence statistics and provided to allow this activity to be undertaken so as not to impede staff workload and wellbeing.
Targeted support	Ensure pupils who are targeted for tuition attend the sessions planned, taking into account those who may be self-isolating in accordance with government guidance and remote learning access.	Provide regular and support communications with parents and carers, to increase attendance and engagement with learning.
Wider strategies	Ensure support and guidance on how to use technology and access resources is used.	Ensure effective communication strategies are implemented between school and families (e.g. use of resources, links for support and guidance etc.).

At Shobnall Primary School, we have used the following documents to inform our plans as to how we are going to invest the universal catch-up funding for the whole school, targeted support and wider areas:

- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-2021
- The EEF Covid-19 Support Guide for Schools
- The National Tutoring Programme Best Tutoring Practice Guidance Briefing for Schools

**Our School Improvement Plan 2020-2021 provides further detail on our strategy for providing pupils with additional catch-up. This document is evaluated in depth and the impact of spending will be analysed against our intended outcomes. This document is available on request from the Headteacher, David Adams.**