# Slade Primary Catch-Up Mentor strategy statement 2020/21

## School overview

|  |  |
| --- | --- |
| **Metric** | **Data** |
| School name | Slade Primary School |
| Pupils in school | 458 |
| Proportion of disadvantaged pupils | 46% (195 pupils) 2020-21 |
| Catch-up mentor allocation this academic year.  ATLP pooled Trust school’s funding to ensure equality in provision for all children | 1 part time (3 days per week) qualified and experienced agency teacher. |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | 18th July 2021 |
| Review date | End of the academic year |
| Statement authorised by | Jenny Maskell |
| Catch-up Mentor Lead | Jenny Maskell/Jo Evanson |

## Slade Primary Strategy aims for catch-up mentor

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | To provide focused 1:1 and group support in Yr 3 to support vulnerable children (disadvantaged and lowest 20%) to reinforce teaching of phonics, reading and spelling |
| Priority 2 | To provide focused 1:1 support for vulnerable Y2 pupils who did not pass PSC in Y1 and are still at risk of not reaching the expected standards in phonics.  To develop reading speed through sight recognition of words for these vulnerable pupils in Y2. |
| Priority 3 | To provide support for pupils mental health and wellbeing so that they can access learning, enabling them to make rapid and sustained progress. |
| Barriers to learning these priorities address | Lost face to face learning due to COVID-19 (as a result of lockdowns and isolation periods) and ongoing absence due to travel abroad fro some families. Impact of lockdown on mental health and well being. |

## Teaching priorities for current academic year

|  |  |  |
| --- | --- | --- |
| **Aim** | **Target** | **Target date** |
| To ensure children are confident and proficient in their use of phonics to support their reading and can spell words relevant to their year group and previous year groups. | Focus children to be able to identify all graphemes confidently.  Focus children to be able to read all HF words relevant to their year group and previous year groups. As well as being able to spell these in their work. | July 2021 |
| To ensure all children in Y2 achieve the PSC at the end of the year. | Targeted Yr 2 children close the phonics attainment gap to ensure they are able to read more independently and confidently. | July 2021 |
| To ensure all pupils have the appropriate skills and strategies to support themselves in managing their feelings following lockdown and isolation. | All focus children to be supported to develop skills and strategies to understand and manage their own emotions and feelings. | July 2021 |
| Recruit, Employ and induct Catch-up Mentor | Quality catch up mentor to be recruited and trained to ensure high quality provision for pupils. | October 2020 |
| To ensure all pupils have access to devices and internet to access remote learning | All pupils who require a device and internet will be supported by school to ensure access to these. (Devices loaned to all pupils as required) Internet access provided through SIM cards. | As soon as a lockdown is announced |
| Ensure high quality reading materials for pupils | To ensure all children continue to access high quality texts through reading plus, teachers reading stories (uploaded to school YouTube channel) and high quality reading lessons via remote learning. | Ongoing |

## Monitoring and Implementation

|  |  |  |
| --- | --- | --- |
| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring quality time is dedicated to catch-up mentor’s professional development with one to one feedback.  Catch-up mentor to attend whole staff CPD sessions. | A bespoke CPD programme is delivered to ensure mentor is skilled (subject knowledge and pedagogy) and confident to deliver teaching to vulnerable children in maths, reading, phonics and writing. |
| Targeted support | Ensuring catch-up mentor is impacting on improved outcomes for targeted Yr 2 and Yr 3 children. | Class teachers and Catch up lead to monitor progress, making amendments where necessary to ensure the targeted support has the desired impact. |