

Mere Green Primary School. Catch-Up Mentor strategy statement 2020/21

School overview

Metric	Data
School name	Mere Green Primary School
Pupils in school	417
Proportion of disadvantaged pupils	15%
Catch-up mentor allocation this academic year. ATLP pooled Trust school's funding to ensure equality in provision for all children	1 full time catch-up mentor (qualified teacher)
Academic year or years covered by statement	2020 – 2021
Publish date	1 st May 2021
Review date	1 st September 2021
Statement authorised by	Kristal Brookes
Catch-up Mentor Lead	Sean Boyd

Mere Green Strategy aims for catch-up mentor

Measure	Activity
Priority 1	To provide focused classroom support in Year 2 to support vulnerable children (disadvantaged and lowest 20%) to reinforce whole class teaching
Priority 2	To provide pre and post learning to vulnerable Year 3 children to enable them to secure their learning in maths and English. This will be provided in addition to Maths and English lessons.
Priority 3	To ensure catch-up mentor is skilled in the teaching of mastery maths, teaching of phonics, reading and writing at Mere Green by providing bespoke CPD and ongoing mentoring and coaching.
Barriers to learning these priorities address	Spring term COVID lockdown has resulted in lost learning in 20/21 academic year. COVID isolation could impact on attendance of children and mentor.

Teaching priorities for current academic year

Aim	Target	Target date
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Progress in Reading	Targeted Yr 2 children make accelerated progress and close the attainment gap created by COVID-19 isolation periods and national lockdown.	July 2021
Progress in Writing	Targeted Yr2 children make accelerated progress and close the attainment gap created by COVID-19 isolation periods and national lockdown.	July 2021
Progress in Mathematics	Targeted Yr2 children make accelerated progress and close the attainment gap created by COVID-19 isolation periods and national lockdown.	July 2021
Phonics	Targeted Year 2 children to improve their PSC from the start of the academic year, improving their score by at least 10 marks	July 2021

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.	<p>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.</p> <p>Instructional coaching provided by Reading Leader and phonics leader to ensure high quality delivery of reading.</p>
Targeted support	Ensuring catch-up mentor is impacting on improved outcomes for targeted children.	Class teacher and English and Maths leaders to monitor impact and provision. Make amendments where necessary to ensure the targeted support has impact.

Review:

Aim	Outcome
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<p><u>Writing and Maths</u></p> <p>Year 2 children to close the attainment gap created by COVID-19 isolation periods and national lockdown.</p>	<p>Children meeting expected standard at the end of KS1</p> <p>Reading 78%</p> <p>Writing 56%</p> <p>Maths 68%</p>
<p>Targeted Year 2 children to improve their PSC from the start of the academic year, by 10 marks, securing a pass rate in their PSC by end of the autumn term 21</p>	<p>90% of target pupils improved their PSC score by at least 10 points.</p> <p>75% of pupils are on target to achieve the PSC threshold by Autumn 21.</p>