



Kirkstall St Stephen's Catch-up strategy statement

KSS Catch-up spending 2021-23



■ Teaching ■ Targetted Academic Support ■ Wider Strategies

Teaching

- Staff subject leader training and new curriculum development

Targetted academic support

- 'Kickstart' support
- Additional targeted intervention support in 2022-23

Wider Strategies

- Safe Space
- Zones of Regulation

Figure 1: The tiered model for school planning



KSS has used the EEF model for a tiered approach to school planning as a basis for the new Catch-up Strategy

School overview

Metric	Data
School name	Kirkstall St Stephen's CE Primary
Pupils in school	203
Catch-up premium allocation this academic year	£16, 340
Academic year or years covered by statement	2021-23
Publish date	April 2022
Review date	March 2023
Statement authorised by	Mr Phil Sheppard
Catch-up strategy lead	Mr Phil Sheppard
Assessment leader	Miss Zoe Barnett
Governor lead	Mr Philip Stewart

1. Teaching support for current academic year

Measure	Activity
Priority 1	Guaranteeing staff receive the appropriate professional development to ensure that they have a clear understanding of subject leadership requirements and how to progress subject implementation and impact.
Barriers to learning these priorities address	Staff requiring additional support and time to implement the new curriculum developments and further strengthen teaching and learning across school.
Projected spending	£1500

2. Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure that gaps in pupils' knowledge created during the pandemic lockdown are successfully addressed.
Priority 2	To address existing reading barriers throughout school.
Barriers to learning these priorities address	Increased provision of time, resources and personnel to ensure effective interventions take place
Projected spending	£ 7000

3. Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure that pastoral and well-being priorities are successfully addressed
Priority 2	To allow children to self-regulate their emotions more effectively
Barriers to learning these priorities address	Adequate resources, space and training are required to ensure priorities are achieved.
Projected spending	£ 8000

Implementation and Monitoring

Area	Challenge	Mitigating action
Teaching	To ensure that staff have additional support and time to implement new curriculum developments and further strengthen teaching and learning across school.	<ul style="list-style-type: none"> Cover and SLT guidance provided for all subject leaders to further develop their subject area and successfully create and enact action plans. All teaching staff to be enrolled on the Leeds Diocesan 'Subject Leaders' Pathway' programme to improve their leadership of curriculum development
Targeted support	To guarantee increased time, resources and personnel are provided to allow effective interventions take place.	<ul style="list-style-type: none"> Staff employed via the 'Kickstart' government scheme from January-July 2022 and deployed to support reading and mathematics. Teaching assistant employed in 2022-23 to specifically support interventions in KS2.
Wider strategies	To make certain adequate resources, space and training are implemented so pastoral and well-being priorities are addressed.	<ul style="list-style-type: none"> A 'Safespace' robust space to be purchased to support pupils' sensory needs, communication, intensive interaction, behaviour self management, whilst reducing the incidence of crises. 'Zones of Regulation' system of emotional self-regulation for pupils in each classroom. Staff training, on-going support and resources required.