

# HIGH WYCH CE PRIMARY: Summary of Catch-Up Strategy

School information			
School	High Wych CE Primary School - updated November 2020 (to be reviewed throughout the year)		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £17,440
Total number of pupils	237	% Disadvantaged Pupils	17% (37/213)

Contextual Information (if any)
We are a one form entry village church school. More children on FSM since Covid.

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
<b>A.</b>	Ensure all children are appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health within first half term. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked throughout the year.
<b>B.</b>	To ensure there are enough resources/scheme of work to support staff with phonics, reading and maths learning in school as well as supporting parents at home. To ensure catch up support is used to support specific children and train staff to utilise this well.
<b>C.</b>	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or the appropriate curriculum for individuals with additional needs

Summary of Expected Outcomes	
<b>A.</b>	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. New to Early years children will settle quickly into their new setting.
<b>B.</b>	By end of Autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention throughout the year.
<b>C.</b>	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their assessments with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

## Summary of Catch-up Strategy

<b>STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES</b>							
<b>Element of Strand</b>	<b>Action/Strategy</b>	<b>Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how to evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
Supporting great teaching	<b>Maths resources</b> Numicom N/R <b>£500</b> Extra maths resources <b>£500</b> Back on track maths training Training through HfL back on track curriculum <b>Maths 1485</b>	All children	<b>Back on Track Maths essentials-</b> Children ready for next stage of learning. Children will 'catch up' learning missed without missing expectations of ARE. No further gaps created.	<b>AS</b>	Learning walks, Ensure plans are in place for individuals requiring further support/individualised plans.		<b>£2500</b>
	<b>Reading resources</b> March 2020 - <b>£2500</b> Whole class reading books instead of half class sets- <b>£240</b> New coloured <b>reading books</b> bought and used to support quarantine Neli-N and Neli R programmes used to support oracy Leventhorpe Readers Yr 6 HA <b>£100</b> <b>Reading fluency in Year 3.</b>	All children esp KS1R	The children will use phonics throughout the day and be assessed against running record to make rapid progress. Children should aim to be at their expected level unless additional needs prevent this.	<b>JM</b>	SLT and English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary. Yr 2 phonics Aut 2020 – 87% Yr 1 phonics screening June 21- aim for above NA- currently most have achieved phase 3 (Dec 20)	<b>£600</b>  <b>£350- 3,4,5</b> <b>Bug club</b> <b>£2000</b>	<b>£3000</b>
High quality assessment	Back on track assessment project Targeted diagnostic assessments to monitor pupil progress based upon learning that is forgotten and material not learned properly eg verbal questions, short answer quizzes as well as termly standardised assessments NFER assessments and Yr 1/2 project	All children	Ensure explicit instruction, scaffolding, flexible grouping are key components of QFT. Assessments show that children are making rapid progress and gaps identified and explicitly taught to make even further progress. Teachers develop deep subject knowledge and flexible understanding of content alongside knowledge of pupils	<b>AS</b>	Monitoring assessments and gap analysis termly through progress meetings.	<b>£600</b>	<b>£560</b>
Writing	Improve stamina for writing including age appropriate grammar and punctuation using Big writes and redrafting techniques	All children	Writing stamina improves. Age related punctuation and grammar is targeted. HfL training used to make further progress.	<b>JM</b>	Termly moderation within year groups and by English Lead to ensure accurate assessments lead to further progress.	<b>£200</b>	
<b>Cost - Sub-totals</b>							<b>£6000</b>
<b>Total budgeted cost for Strand 1</b>							<b>£10,000</b>

<b>STRAND 2: TARGETED SUPPORT</b>							
<b>Element of Strand</b>	<b>Action/Strategy</b>	<b>Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
Additional Interventions before or after school and effective tracking and monitoring of those interventions	Targeted interventions - small group/1-1 delivered by trained staff plus resources for successful intervention currently for children in Yr 5 and yr 6	Children in Year 5 and 6 identified as needing support currently in Maths  10 groups x 20 weeks @ £35= <b>£7000</b> plus oncosts	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly especially in maths and then reading.	AS	Scores in testing (scaled scores where possible) Moderation of work Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	<b>£7000</b>	<b>£7000</b>
Small group/1-1 interventions during school day and effective tracking and monitoring of those interventions	Targeted interventions - small group delivered by trained staff eg Neli N and Neli R (cover needed) EY Essentials maths booklet IDL maths and English Welcomm screening Toe by toe book <b>£40</b> Whiteboard yr 1 <b>£100</b> Yr 3/4 CGP books- <b>£254</b>	Children across the school identified as needing support in English and/or Maths and in EY prime areas	High quality structured targeted interventions so children make progress using EEF suggestion of 15-45mins 3-5 times a week for 8-20 weeks each time. Children will have targeted supported outside of core lessons to enable gaps in learning to close and rapid progress be made.	JM	Scores in testing (scaled scores where possible) Moderation of work Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions	<b>TA cost for Yr1/2 SENCO cost</b>	<b>£600</b>
Support for social, emotional, mental and behavioural health Social emotional learning through jigsaw	Referrals to outside agencies Resources (where required) Staff training and support from the SENCO Jigsaw and Bridging pp used Resources procured.	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning. Self regulation of behaviour in children is seen	JL	Start and end of intervention measures show progress Use of Provision Map to track interventions and progress.	<b>SENCO and TA cost</b>	<b>£400</b>
<b>Cost - Sub-totals</b>							£8000
<b>Total budgeted cost for Strand 2</b>						£10,000	

<b>STRAND 3: WIDER STRATEGIES</b>							
<b>Element of Strand</b>	<b>Action/Strategy</b>	<b>Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
Access to technology eg wifi and digital devices	Ensure teachers know which children do not access and provide other support	Year 1 to 6	Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback.	MW	Pupil progress meetings Scores in testing Engagement levels	Supply cost	Supply cost
Remote learning	Remote learning is effective <b>£200 plastic wallets</b> <b>£600 laptops to support teaching from home</b>	All staff	Policy written and adhered to support seamless home learning- <b>plastic wallets</b> for manipulatives and essential to take home	MM	Policy discussed with staff and used	<b>£5904</b> <b>C-touch</b> <b>Yr 2/3</b>	£800
Logins for bug club j2e and other educational resources for home use (already used in school)	Parents sent their child's logins for home access support learning. Staff to ensure every child has logins and parental access where required.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning. Remote learning accessible straight away and used also for homework	JM	Check parental sign up and engagement teams and J2E etc At parents meetings ensure children have access to resources Check engagement with Maths resources, monitoring of work completed.	£2000 £1300 £500	£800 purple mash
Learning to excite learning- VR day	<b>KS2 VR day £200</b>	Ks2 children	Enjoyment and awe and wonder to inspire learning	MW	Pupil voice		£200
Assessment/Tests-Support for Parents	Information sent about EYFS ELG's, Phonics, Year 2, Year 4 and Year 6 programmes of study and how to support with their learning at home.	R, 1, 2, 4 and 6	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what expected especially spelling and times tables	Spell SK Maths AS	Parents to be sent booklets/fact sheets Impact to be evaluated through the test scores that children are achieving and conversations with parents at parents evening.	Supply cost	£600 supply
Attendance /Communication and support for parent eve	Tracking, monitoring and taking actions where concerns in attendance arise. Additional walkie talkies <b>£90</b> Umbrellas x5 <b>£125</b>	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. <b>Videocalls</b> to parents for termly consultations <b>£100</b>	MM	Daily tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place. Parent consultation attendance	£300	£300
<b>Cost - Sub-totals</b>						£4100	£3500
<b>Total budgeted cost for Strand 3</b>						£10,000	

### Financial Summary

<b>Cumulative Sub-total for all strands</b>		£17500
<b>Total budgeted cost for all strands</b>	£30,000	