

Catch Up Strategy Statement

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Summary information			
School	Duston Eldean Primary School		
Academic Year	2020-2021	Total number of pupils on roll	450
Date of Strategy	1/09/2020	Total Catch Up budget	£36,000

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not impact on future years' funding allocations.</p>	

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> - Supporting great teaching - Pupil assessment and feedback - Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> - One to one and small group tuition - Intervention programmes - Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> - Supporting parent and carers - Access to technology

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning. Due to the sequencing of maths teaching across year groups and across the school, term 1 maths content has not been impacted. Missing content will be from the spring and summer terms.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Some elements of spelling, punctuation and grammar knowledge have not been taught or practised. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina.
Reading	The gap between those children that read widely and those children who don't has increased. Although children took books home, some children will not have had access any other books without the school library. Workbooks that were sent home contained comprehension activities, however, these were limited.
Non-core	Knowledge organisers and work was provided for history, geography and science during lockdown but children have missed out upon the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Some children have returned with noticeably lower levels of fitness, and in some cases, unhealthy gains of weight.
Foundation Stage	A significant difference in baseline data, in particular reading and self-help skills, for the September 2020 intake. Concentration levels are lower than the norm.
Mental health & wellbeing	During lockdown, some children's mental health and wellbeing was considerably affected. Parents reported of the benefits of coming into school prior to the summer holidays. This reduced anxiety amongst pupils as to what to expect. Due to the continued social restrictions, the mental health and wellbeing of individuals continues to be impacted. Anxiety about future months is commonplace.

Strategy Statement

This document serves to outline the approach which will be adopted in school in response to the COVID-19 pandemic and the impact on children's learning and progress as they return to the school environment from September 2020.

Context

- Vulnerable children and key workers were invited into school following the national lockdown in March 2020. Home learning was provided immediately for all children until the end of the summer term.
- From June 1st (for 5 weeks), children in years R, 1 and 6, plus key workers, were in school full time in classes of 15. Staff who were shielding were responsible for online teaching for targeted children. Our SENCo provided online teaching for targeted groups. Other staff worked in half-class bubbles.
- From July 6th, children in years 2 and 5 were in school full time for a transition week.
- From July 13th, children in years 3 and 4 were in school full time for a transition week.
- Holiday camps were provided through the Easter, May half-term and first two weeks of the summer holidays. This allowed childcare for key worker pupils.

Attendance

1.6.2020 – 3.7.2020

- YR- 71.6%
- Y1- 72.2%
- Y6 – 73%

6.7.2020 – 10.7.2020

- Y2- 87%
- Y5- 92.8%

13.7.2020 – 17.7.2020

- Y3- 92.9%
- Y4- 85.2%

As a result of the provision provided and attendance by the vast majority of children during the summer term, children and teachers started the autumn term 2020 with confidence and understanding the new way of working. Children were ready to learn and teachers had started to form relationships with their new classes. We noticed little impact on the children's social and emotional wellbeing, other than one child who is extremely clinically vulnerable and has to remain shielding. We were able to deliver our school curriculum with minimum changes. This in turn ensures that no further learning is lost.

Actions to provide a baseline	
Summer term	<ul style="list-style-type: none">• All year groups identified areas that were not taught as a result of lockdown for the new class teachers• Maths and English leads adapted medium term plans
Autumn term	<ul style="list-style-type: none">• Teachers gathered data and baselines for children in English and maths• Pupil Progress Meetings identified children for catch-up support

Planned actions and expenditure				
The three headings below, taken from EEF recommendations, will be used to plan our support and use of catch-up funding.				
Teaching and Whole School Strategies: To increase the effectiveness of teaching through the provision of quality CPD.				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Complete effective gap analysis of pupils to support QFT	Class teachers	Pupil progress discussions	Gap analysis supports whole class planning, pitch of lessons and adaptations of the year group curriculum.	NFER Tests £2043
Pedagogical approaches to be revisited to strengthen current practices.	DHT	Lesson drop-ins Professional Development Visits	Teaching evidences approaches covered in CPD	None
Formative assessment CPD	DHT & Yr2 Lead	Lesson drop-ins Professional Development Visits	Teachers use the assessment strategies	£100 purchase of Shirley Clarke books
Resources and Online Maths programmes <ul style="list-style-type: none"> • SplashLearn (Free online resource) • Funkey Maths Cards (for SEN and Y2 needing support £50 per set) 	AHT	Maths Lead to monitor use by pupils	Widely used by staff and pupils Children meeting at least expected progress from KS1	£500
Purchase SPaG.com Deepening understanding	English Leads	English Leads to monitor use by pupils	Widely used by staff and pupils Children meeting at least expected progress from KS1	£350
Additional time for teachers to research and plan, taking into account gaps in learning	Class teachers	Subject leads to use Medium term plans to monitor	Teaching reflects adaptations to cover gaps in learning	£500
				Total budgeted cost
Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, parents and pupils.				£3493
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
Extended school time used for targeted Year 6 pupils to close gaps in reading and maths and to revisit prior learning. Four extension session of 1 hour per week taken by four teachers.	Yr 6 teachers & teaching assistants	DHT to monitor the frequency, content and children targeted for the sessions Pupil Progress Meetings with HT	Children who have accessed extended school will be ready and confident for Year 6 tests Children meeting at least expected progress from KS1	£150 per week x30 (to term 6) Total = £4500

Extended school time used for targeted Year 4 and 5 pupils to close gaps in reading and maths and to revisit prior learning. Four extension sessions of 1 hour per week taken by Four teachers.	Yr 4 and 5 teachers & teaching assistants	Year group lead to monitor the frequency, content and children targeted for the sessions Pupil Progress Meetings with HT	Children meeting at least expected progress from KS1	£155 per week x24 (to term 6) Total = £3720
Focused teaching support sessions target Year 6 pupils for writing, maths or phonic support. These take place during the school day.	Yr 6 teachers, HT & teaching assistants	DHT to monitor the frequency, content and children targeted for the sessions Pupil Progress Meetings with HT	Children who have accessed extended school will be ready and confident for Year 6 tests Children meeting at least expected progress from KS1	None
Where required, individual and small groups of pupils will receive targeted support through high quality intervention sessions delivered by teachers. Intervention sessions will be planned by the teacher and will take place during the school day.	Year group teachers	Learning walks Pupil Progress Meetings with HT	Data analysis demonstrates impact of focussed interventions for pupils Targeted pupils all make expected or better progress, closing the attainment gap	£175 per week x18 (to Easter) Total = £3150 £175 per week x12 (from Easter until the end of the academic year) Total = £2100
To improve reading progress through high quality texts and phonic resources.	KS leads	Learning walks	Additional texts and resources purchased which support and enhance individual progress	£4000
To purchase CGP books for Year 2 - 6 pupils to support home learning and learning within the classroom	Class teachers	Learning walks	All pupils have access to revision guides which support home learning and QFT within the classroom.	£1860
			Total budgeted cost	£19,330
Wider Strategies				

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
KS2 wellbeing and attitudes to learning survey and strategies	Class teachers DHT	Rising Stars	Pupils wellbeing scores improve therefore enhancing their attitudes to learning.	£250
Identify pupils who do not have access to laptops at home to access remote learning. Purchase laptops for disadvantaged pupils who do not have access to devices at home to access remote learning and issue on loan to these children.	SBM	SBM/HT monitor list of priority pupils and ensure quick deployment of devices when a child is absent due to isolating.	Devices are loaned to pupils and are accessing remote learning.	£5000
2-day and 2-week home learning packs are printed and ready to distribute for all children to take home for isolating to eliminate further gaps	SBM	HT to check all packs are ready	All children have remote learning immediately to ensure no further learning is lost	£400
Sequence of training for staff on supporting children with ASD and other children struggling with emotional regulation	Class teachers	Discussion in pupil progress meetings Lesson drop-ins	Successful implementation of strategies.	£1000 Training by Target Autism and purchase of resources
				Total budgeted cost
				Overall Cost
				£29, 473