

# St Andrew's Church of England: Summary of Catch-Up Strategy



School information			
School	St Andrew's Church of England Primary School (Spring 2021 Review)		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £16,160
Total number of pupils	227	% Disadvantaged Pupils	14%

Contextual Information (if any)
<p>St Andrew's school has the following level of need: disadvantaged 14 %, FSM 10.5 % and SEN 14.5 %. The school is situated in the village of Stanstead Abbots with a mixed catchment area. During lockdown a range of online and paper-based learning was set and staff rang every child to support with their learning and any support they needed as a family. Further welfare calls were made to vulnerable children who were not attending the key worker group. We also set up Zoom meetings to enable the children to also see and communicate with mixed class groups. We reopened the school for the priority year groups from June 1<sup>st</sup> 2020 and gradually increased the opening to extend to all year groups to offer two days of schooling for all children before the summer break. Online teaching continued through this time. Year group emails and website class blogs were set up to further allow communication between parents and teaching staff.</p> <p>In September 2020 the school opened for all classes, with many covid-19 related adaptations in place to ensure maximum safety for all children and staff. These are reviewed and adapted as information from local and national Government, or the needs of the school, dictate. Our whole school attendance is good and is being monitored carefully.</p> <p>We had identified the need for our children to catch-up rapidly as one of our priorities in our School Development Plan (2020-21) and so had allocated resources towards this from the school budget. The Government's additional Catch-Up Premium has introduced additional funding which we are using specifically for part of the employment of a catch-up specialist teacher.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs
B.	To identify support required and provision to be mapped from the baseline and regularly reviewed to enable progress to be tracked.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

Summary of Expected Outcomes	
A.	By end of Spring 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.
B.	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year are to have the support to close any gaps that have occurred to ensure they are ready to approach their testing 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

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Clarity of baseline information	<ul style="list-style-type: none"> <li>Baseline assessments to be made using formative methods, for R,W and M (C/T+Phase leaders)</li> <li>To be converted onto AM7 Easy Tracker (HG/SLT)</li> <li>Gaps to be identified by CT, Phase/subject leads</li> </ul>	Across all year groups	CT, SLT and Maths/English leads will know where gaps are.	HG/AP	Sept-Oct 2020		
Catch up curriculum  Maths and English	<ul style="list-style-type: none"> <li>4 days HFL adviser purchased (2 x maths, 2 x Eng)</li> <li>2 days EYFS adviser</li> <li>Maths coverage documents from previous year will show areas missed or needing consolidation</li> <li>Staff to use catch up materials from HFL planning – or use modules from previous year to cover gaps</li> <li>Fluency materials (led by Maths HFL) to help embed learning</li> <li>New EYFS maths scheme purchased</li> <li>Maths and English Booster for Y6 after half term</li> <li>KS2 End of term assessment tests – to be ordered</li> <li>Reading scheme books and half class reading sets to boost reading</li> </ul>	Across all classes	<p>That the children will be set the appropriate level of learning to catch up, consolidate and then make progress</p> <p>Training from HFL adviser to help build up staff understanding, and confidence and ensure a whole school approach</p>		<p>Aut 1 data will be baseline</p> <p>Aut 2 data will be Autumn data – will use to identify further need.</p> <p>Daily formative assessment – to identify areas of need/strength</p> <p>Progress to be evident in books</p>	<p>Cost – Essential Foundations for counting - £50</p> <p>£5987 Eng budget</p>	<p>EY Adviser - £430</p> <p>Cost – LA advisers £1306</p> <p>Maths Fluency materials £125</p> <p>Assessment package – Testbase £210</p>

Catch up curriculum	<p>Catch up curriculum for PHSE Years N-6.</p> <ul style="list-style-type: none"> <li>• Staff training from well-being team (CD,AP,JB,ES,JA) – Sept Inset</li> <li>• Staff provided with resources, ideas to support whole class</li> <li>• EYFS focus on prime areas to ensure children are ready for their next stage of learning.</li> <li>• Coram PHSE materials to be used regularly, esp in first half term and Coram training</li> <li>• ES/CD to support staff as necessary</li> <li>• ES to take over JA 3 x am for Talk</li> </ul>	<p>All classes</p> <p>Any individuals requiring further support for mental health/anxiety following COVID return to be swiftly identified and SEND team to be notified.</p>	<p>To support all of our children and provide them with a safe space to discuss any anxieties they may have around Covid-19. To help our Children be ready emotionally, for their next stage of learning.</p>	<p>CD,AP,J B,ES</p>	<p>SLT to construct curriculum and to ensure this is being utilised during the initial return period.</p>	<p>Coram Training (Oct) £400</p>	<p>Coram subscription£500</p>
Supporting great teaching	<p>Continued, thorough and focussed monitoring programme.</p> <p>Clear calendar for monitoring focused on key priorities and shared with staff.</p> <p>Training/CDP for staff as required.</p>	<p>Across all classes</p>	<p>SLT and Maths/English 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.</p>	<p>HG/AP</p>	<p>Monitoring calendar in place and shared with all staff</p> <p>Observations recorded in writing for whole school feedback and for individuals. Meetings where support is required with actions and review date set.</p>		
<b>Cost - Sub-totals</b>						<p>£6437</p>	<p>£2571</p>

<b>STRAND 2: TARGETED SUPPORT</b>							
<b>Element of Strand</b>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? 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>
Small group/1-1 interventions during school day	Employment of part-time teacher to deliver interventions and support the teaching and learning across the school – 0.6 days 1.1.21 - 31.8.21	Children across the school identified as needing support in English and/or Maths. KS2 focus initially	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	HG	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map		£6728
	In event of Spring 2 term return – additional LSA hours for interventions and catch			CD			c.£5000
After school interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention	Children in Year 6 identified as needing support in English and/or Maths	Children will have targeted support outside of school hours to enable gaps in learning to close and progress be made.	AP SLT	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	Covered by SLT	

Support for social, emotional, mental health	Art Therapy (Rivers team) Nurture groups Interventions (1:1/small group) Referrals to outside agencies Resources (where required) Staff training School's Family workers PPG resources Use of SCARF – PSHE curriculum resource	Pupils from across the school identified as requiring support  SCARF delivered to all classes	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.  SCARF modules delivered in 6 week blocks	CD/ES  AP	Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress. SCARF resource provides assessment tool Impact of lesson plans assessed post-delivery for evidence of children's progress	£1754 (Counselling Service)	Coram cost above
<b>Cost - Sub-totals</b>						£1754	£11728

### STRAND 3: WIDER STRATEGIES

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Access to technology (see remote learning strategy)	<ul style="list-style-type: none"> <li>Establish Class Dojo, (YN-Y2) and Google Classroom (KS2) to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents.</li> <li>Delivery of regular Zoom meetings parents/children – parents evening, in event of lockdown</li> <li>Staff training for G-Suite (Google Classroom)</li> <li>Continue purchase of Purple Mash, Mathletics as online teaching tools</li> </ul>	Year N-Y6	<p>Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.</p> <p>Staff have the necessary tools and knowledge to deliver remote learning effectively.</p>	RM	Discussions with parents and children Engagement levels Staff feedback	Zoom connectivity charge £115 pcm from 23.6.20 - £1380	<p>G-Suite -£1500 for setting up –(Gov't grant to Intern as provider)</p> <p>Mathletics £1061 (1 Year subscription)</p> <p>Purple mash £673 (1 Year Subscription)</p>

	<ul style="list-style-type: none"> <li>Purchase of new staff laptops – release of old ones for children without laptops to use in event of a lockdown.</li> </ul>					£6500-laptops	
Effective tracking and monitoring of interventions	Staff training –AM7 Easy tracker Tapestry	All staff	Aid tracking of attainment and progress	SLT	SLT termly progress meetings	£130	
Logins for Timetables Purple Mash, Mathletics, Tapestry and other educational resources for home use (already used in school)	Parents sent their child’s logins to ensure access can be gained at home to enhance and consolidate 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.	SLT	Check parental sign up and engagement for Tapestry (EYFS) At parent Evening meetings ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.		
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and tacking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	High attendance will ensure access to all lessons and interventions planned.	HG/JZ	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling into persistent absenteeism category. Continue with systems and process already in place.		
<b>Cost - Sub-totals</b>						£8010	£1734
<b>Total</b>						£16201	£16033