

# Commonswood Primary & Nursery School

## Summary of Catch-Up Strategy



In June, a £1 billion fund for education was announced by the government.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This is based on the previous year's census and will not include Nursery children, meaning Commonswood School will be in receipt of £33,999.00. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all pupils

### Catch Up at Commonswood is:

*(For all children)*

- **To provide well-sequenced, purposeful learning based on ongoing assessment**
- **Focused on reactivating and consolidating basic skills.**
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

*(For some children)*

- **Additional support and focus on basic core skills.**

### Catch up is not:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking
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Funding			
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £19,800 (Autumn Term), Provisional £14,199 (Spring Term) Balance: £33,999

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
<b>A.</b>	Ensure that all children are thoroughly, appropriately and accurately baseline assessed to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
<b>B.</b>	Use approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.
<b>C.</b>	Ensure rapid and sustained catch up that allows all children to swiftly access the curriculum for their new key stage/year group or whatever the appropriate curriculum for individuals with additional needs may be.
<b>D.</b>	Ensure equitable access to remote learning in the event of self-isolations and potential future lockdowns as a result of Covid-19
<b>E.</b>	Ensure levels of parental engagement are maintained

Summary of Expected Outcomes	
<b>A.</b>	Children to enjoy the return to school, settling back into new routines and following behavioural expectations with immediate effect. 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.
<b>C.</b>	Children have the support to close any gaps that have occurred to ensure they are back on track to make at least good Key Stage progress. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are at least 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>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 (catch-up Funding)</b>
Quality wave 1 teaching	Small step, sequenced planning and implementation in response to formative assessment High quality, inclusive teaching and learning for all pupils Every time I write in place and used in all writing opportunities Additional spelling/phonics sessions Additional maths fluency sessions Classroom support Targeted and specific CPD for teachers	All	All children make progress from their baseline assessments Gaps in reading, writing, maths and phonics will close Teachers are supported to deliver high quality learning experiences to meet the needs of all children Needs met	Core SL	Monitoring schedule in place and shared with all staff Pupil progress and attainment meetings Termly moderation Data analysis Fortnightly tracking of impact of interventions using Provision Map	School budget
Transition support	Transition day for Years 1-6 July 2020 Transition EYFS September 2020 Individual support for children with additional needs – bespoke plans where required. Online parent meetings for all parents of children joining the school Unique child transition level of need (doc)	All classes Individuals requiring additional support	All children successfully return to school Children quickly settle into routines and return to positive learning behaviours Staff build trusting and respectful relationships with children quickly to enable successful learning.  Family support for transferring children where required	CT  SENCo  FSW	Learning walks Attendance for all groups at or above national rates Discussions with staff to ensure every child has settled into school quickly. Pupil voice is positive Tailored plans are in place for individuals requiring further support/individualised plans. Children's needs met	FSW £1000
Catch up curriculum	Missed & insecure learning identified Tracking back in place to ensure incremental steps in learning closes gaps Curriculum adapted to meet cohort needs and interests Training to 'dovetail' gaps in learning with expectations for their current year group curriculum.	All classes	Learning behaviours are reactivated Firm foundations of learning Gaps in mathematics, reading, writing, phonics and spelling closed No further gaps created	CT	Termly work scrutinies Progress and attainment meetings Targets monitored	School budget
<b>Total budgeted cost for Strand 1</b>						£1000

## STRAND 2: TARGETED SUPPORT

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 (catch-up Funding)
Targeted support	Additional teaching assistant support in Reception	EYFS	Successful transition. Initial needs met. Family needs met. Children catch up quickly and reach at least age-related expectations by the end of the year	CT EY PTL	Moderation Work in class/books to show application Pupil progress & attainment meetings Learning walks/observations Pupil voice Fortnightly tracking of impact of interventions using Provision Map Moderation	£500 Reading resources
Resources	Transition schedule Purchase of reading resources Family and child support in response to the Unique Level of Need (ULN) information from feeder settings and initial parent meetings prior to children joining New speech and language assessment package				Work in class/books to show application Pupil progress & attainment meetings Learning walks/observations Pupil voice Tracking of interventions using Provision Map	£6,000 per term Additional TA financed through the school budget
	Additional phonics sessions timetabled with experienced teacher Short burst interventions Speech and language interventions with experienced and trained TA Phonics program purchased to support home learning	Year 1	Children will achieve targeted outcomes	CT KS1 PTL	Book scrutinies Pupil progress and attainment meetings Learning walks Fortnightly tracking of impact of interventions using Provision Map Moderation	£60 phonics program  £2000 Speech & Lang TA  £2,800 Teacher

	<p>Daily reading interventions 1-1  Reading packs being sent home  Targeted phonics sent home  Interventions to apply phonics to writing  Additional teacher for phonics intervention teaching  Phonics program purchased to support home learning  Shape coding support to aid writing (including CPD)  Maths interventions to secure children achieving age-related expectations and greater depth  Writing interventions to secure children achieving age-related expectations and greater depth  Reading interventions to secure children achieving age-related expectations and greater depth</p>	Year 2	Children will achieve targeted outcomes	CT KS1 PTL	<p>Book scrutinies  Pupil progress and attainment meetings  Learning walks  Fortnightly tracking of impact of interventions using Provision Map  Moderation</p>	<p>£60 phonics program   £5600  (2,800 per term)  Teacher</p>
	<p>TA support for pre-teaching, interventions, speech and language, daily reading 1-1, additional writing and maths fluency interventions  Maths interventions to secure children achieving age-related expectations and greater depth  Writing interventions to secure children achieving age-related expectations and greater depth  Reading interventions to secure children achieving age-related expectations and greater depth</p>	Year 3	Children will achieve targeted outcomes	CT LKS2 PTL	<p>Book scrutinies  Pupil progress and attainment meetings  Learning walks  Fortnightly tracking of impact of interventions using Provision Map  Moderation</p>	<p>£5,500 part time  TA</p>

	<p>Specialist TA provision x5 afternoons TA support for pre-teaching, interventions, daily reading 1-1, additional writing and maths fluency interventions Maths interventions to secure children achieving age-related expectations and greater depth Writing interventions to secure children achieving age-related expectations and greater depth Reading interventions to secure children achieving age-related expectations and greater depth</p>	Year 4	Children will achieve targeted outcomes	CT LKS2 PTL	<p>Book scrutinies Pupil progress and attainment meetings Learning walks Fortnightly tracking of impact of interventions using Provision Map Moderation</p>	<p>£3200 specialist TA 5 afternoons per term school budget/ENF</p> <p>£5,500 part time TA</p>
	<p>Tutoring  Analysis of spelling using HfL Essentials programme Maths interventions to secure children achieving age-related expectations and greater depth Writing interventions to secure children achieving age-related expectations and greater depth</p>	Year 5	Children will achieve targeted outcomes	CT UKS2 PTL	<p>Book scrutinies Pupil progress and attainment meetings Learning walks Fortnightly tracking of impact of interventions using Provision Map Moderation</p>	<p>£2,740 tutoring – ENF/school funded</p>
	<p>Tutoring Maths interventions to secure children achieving age-related expectations and greater depth Writing interventions to secure children achieving age-related expectations and greater depth Reading interventions to secure children achieving age-related expectations and greater depth</p>	Year 6	Children will achieve targeted outcomes	CT UKS2 PTL DHT	<p>Book scrutinies Pupil progress and attainment meetings Learning walks Fortnightly tracking of impact of interventions using Provision Map Moderation</p>	<p>£2,740 tutoring – school funded</p>
<b>Total budgeted cost for Strand 2</b>						£22,020

### 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 (catch-up Funding)
Access to technology	Purchase of technology and programs to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents. Targeted home learning set to children's/groups of children's needs	Year 1 to 6 self-isolating/partial/full lockdown	Access to learning Engagement in online learning Core skills developed Children feel connected to the school community	AHT IT SL	Pupil voice Discussions with parents and children Engagement levels	£1000
Mentoring	Regular drop into children's learning Tracking of progress	Targeted individuals in Years 5,6	Rapid catch up with children moving on to appropriate curriculum Children are working at or above ARE by the end of the year	DHT	Progress from baseline assessments evident in books progress reviews with pupils data analysis	£8000
Mental health	Therapy continued for those previously receiving therapy prior to lockdown Ongoing monitoring and referral Discussions with parents Therapist suggested strategies in place Targeted support for children with separation anxiety in the mornings Sensory circuit to aid positive start to the day SDQ (Strength and difficulties questionnaire) analysis	Individuals requiring mental health support	Above national average attendance Improved concentration and attention to learning Progress and attainment in line with expectations Pro-social behaviours displayed Children coming to school in a positive way	SENCo	Attendance rates Progress reviews Pupil voice Behaviour logs Parent voice	£2000
Support for Parents	Curriculum information on the website Weekly reading guidance for parents Personalised catch-up reports with home support targets Signposting to external agencies where needed	All	Parents to be able to assist and facilitate learning at home	SL CT	Engagement in home learning Reading engagement Reading progress Core skills progress, spelling, handwriting, multiplication tables knowledge Reports out to parents Progress data	School budget
Attendance Support for Parents	Daily monitoring Letters home Phone calls to parents Meetings with parents to discuss and evidence impact	Persist absentees Children who typically have attendance which	Full access to the curriculum Children enjoy school Maintained friendships Attainment gaps are closed Progress is rapid	HT	Daily tracking of attendance. Spread sheet for attendance and action taken for any child falling below 97%.	School budget

	Local authority support	is below the national average.			Continue with systems and progress already in place.	
<b>Total budgeted cost for Strand 3</b>						£11,000

## Financial Summary

	<b>Funding income Autumn 2020</b>	Provisional: £19,800
	<b>Funding income Spring 2021</b>	Provisional: £14,199
	<b>Total income</b>	£33,999
	<b>Total cost</b>	£34,020

<b>Monitoring</b>

CT: Class teacher

PTL: Phase team leader

DHT: Deputy head teacher

HT: Head teacher

SENCo: Special Educational Needs Co-ordinator

SL: Subject leader

IT: Information Technology