

# Catch-Up Strategic Plan 2020-21

Summary Information						
Academic Year	2020/21	Total Catch-Up	£35,120	<b>Total Number</b>	439 (minus	
		Premium		of Pupils	Nursery)	

School con	School context (all numbers exclude new FS2 children)						
Total number of pupils eligible for pupil premium funding (Y1-Y6)	Number of looked after children (LAC)	Number of post LAC	Special Guardianship Orders	Number of children with EHCP	Number of children on SEND register (inc. EHCP) (Y1-Y6)	Number of post-LAC	Number of Early Help Records
72	2	1	2	17	79	1	6

At the Blue Kite Academy Trust, we understand the challenge presented to children and their families because of COVID-19 lockdown. Whilst many children were able to attend school for some time during this period, we recognise that many children have missed over four months of schooling. The impact of this is significant.

We appreciate the barriers and challenges that have faced parents during this period of home schooling and recognise that all children have experienced different levels of support, engagement and access to technology. However, we are clear that these challenges can be overcome. For disadvantaged children, the evidence base strongly suggests that the most effective way to improve outcomes is through excellent classroom teaching. We believe that this is also the case for all children returning to school. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning.

During the 2020-21 academic year, Ferndale Primary School anticipates receiving in the region of £35,000 in catch-up funding. This is based on 439 pupils on roll receiving £80 each. Our strategic catch-up plan is based on these figures and is in additional to additional funding received as part of the Pupil Premium Grant. In deciding on how to most effectively use this funding to provide effective catch-up, we have considered evidence and guidance from:

- Education Endowment Foundation COVID-19 Support Guide for Schools
- Education Endowment Foundation Guide to Supporting School Planning: A Tiered Approach to 2020-21, and
- DfE Coronavirus (COVID-19) catch-up premium guidance.

In addition to this, EEF research evidence has been used to identify best practice models with high impact outcomes for children.

Our strategic catch-up plan is informed by our strong starting point of curriculum review; identification of recovery, review and reconnect priorities; our knowledge of our school community and key pupil groups; and a robust model of assessment to inform teachers' planning and curriculum offer. We have adapted to new routines, are confident in our capacity to make these changes, have ensured rigorous staff training and have proactively considered how we will respond to new challenges that may arise during the academic year ahead such as falls in attendance, the need for remote learning or staffing demands. Meta-cognition strategies, teaching and learning underpins practice. This information should be read alongside this plan.

## Example tiered approach:

#### Tier 1

#### **Quality First Teaching**

- rigorous and evidence informed assessment
- curriculum challenge & enjoyment, breadth, progression, depth, coherence, relevance and personalisation
- a fundamental belief that every child can achieve
- -parental support and engagement
- support for children's social, emotional and mental health and wellbeing
- support to manage behaviour (behaviour for citizenship and for learning)

# Tier 2

### Targeted Academic Support

- short-term, assessment led wave 2 provision (SENDCO monitored and evaluated)
  - pupil mentoring for specific groups/children
    - pastoral support
- focus on key pupil groups informed by formative and summative assessment
  - small group tuition
  - 1:1/ 1:2 tuition
- effective deployment of teaching assistants
  - key skills interventions
- parent support e.g. Early Help records and plans and progress plans



#### Tier 3

- wider support for parents e.g.
   learning resources, virtual parent workshops
- parent support e.g. parent support adviser, Lighthouse support, specilist TA, Jigsaw Families programme
- Breakfast Club and Homework club support
- financial support to ensure full curriculum engagment
- technology that allows for extra provision of interventions and support in learning for the children

Planned expe	Planned expenditure (Some PPG or high needs funding may also be used to support initiatives)						
Academic Yea	Academic Year: 2020/21						
Area of	Total	Contribution	Description of Intervention *where identified	Intended Outcomes	How impact is to	Impact of the	
Spend	Budgete	from Catch-up	by Sutton Trust		be measured	catch-up	
	d Cost	Funding				funding spend	
Online	£3,492.	½ from catch	Online reading library with comprehension	Children to be able to access	Initial assessments		
reading	39	up funding	resources and support	reading online both in school at	show a distinct		
		½ from Pupil		home. In the event of a	negative progress		
		Premium	"Parents have played a key role in supporting	lockdown or a bubble isolation	in the children's		
		funding	children to learn at home and it will be	or an absence related to COVID,	comprehension.		
			essential that schools and families continue to	all children will still be able to			
			work together as pupils return to school.	access reading with detailed	Reading		
			Providing additional books and educational	comprehension questions.	comprehension		
			resources to families over the summer	Initial assessments show a	assessment papers		
		£2,673.03	holidays, with support and guidance, may also	distinct negative progress in the	showing an		
		from Pupil	be helpful – for example, offering advice	children's comprehension.	improvement from		
		Premium	about effective strategies for reading with		their initial		
		funding	children." Education Endowment Foundation	All parents to be able to support	assessment, with		
		£819.36 from	– Covid-19 Support Guide for Schools	their child with comprehension	accelerated		
		Catch Up		when listening to them read.	progress.		
		funding					
					Target Tracker and		
					Pupil Performance		
					Meetings to be		
					monitored by SLT		
					and relevant staff		
					members.		
ICT support	£11,669	£2,968.32	Laptops to be used for intervention and in	Children to be able to access	SEN to have clear		
	.32	1/3 from	lesson support, 2 per class from Year 1	interventions within class and	progress from		
		Catch up	upwards.	with support/ direction from a	assessment starting		
		funding	£448.82 per computer x 26	teacher/TA. This will allow	points at the start		
		£8,701 from	:	certain interventions to be	of this academic		
		Pupil Premium	iPads for EYFS X 8 £300	accessed by more children due	year		
		budget					

	£2,400		"As all pupils return to schools, technology	to the increase in technology	Children who have
	,	£0 from Catch	could also be valuable; for example, by	available.	shown negative or
		up funding	facilitating access to online tuition or support.		no progress at the
		Pupil Premium	Some schools might find it useful to invest in		start of the
		budget	additional technology, either by providing		academic year to
			pupils with devices or improving the facilities		show clear
			available in school." Education Endowment		progress.
			Foundation – Covid-19 Support Guide for		
			Schools		
ICT Support	£304.50	½ from catch	For intervention app licences to run across	Children to be able to access	SEN to have clear
and		up funding	newly purchased technology	interventions within class and	progress from
Interventions		½ from Pupil	"As all pupils return to schools, technology	with support/ direction from a	assessment starting
		Premium	could also be valuable; for example, by	TA. This will allow certain	points at the start
Relevant App		funding	facilitating access to online tuition or support.	interventions to be accessed by	of this academic
licences		£204.50	Some schools might find it useful to invest in	more children due to the	year.
specific to			additional technology, either by providing	increase in technology available.	Children who have
identified			pupils with devices or improving the facilities		shown negative or
learning			available in school." Education Endowment		no progress at the
needs			Foundation – Covid-19 Support Guide for		start of the
			Schools		academic year to
					show clear
					progress.
Quality	£23958.	All	All weekly:	Children to be able to have	All children to have
teacher first	<mark>34</mark>		FS2 – 1/2-day intervention (2.75hrs)	quality teacher first teaching in	made correct
			Y1 – 1/2-day intervention (2.75hrs)	smaller groups and 1to1 where	progress from
			Y2 – 1/2-day intervention (2.75hrs)	needed. Identified through	starting points,
			Y3 – 1/2-day intervention (2.75hrs)	summative and formative	some children to
			Y4 – full day intervention (4.5hrs)	assessments and fluid to match	have made
			Y5 – full day intervention (6.5hrs)	the curriculum areas being	accelerated
			Y6 – full day intervention (6.5hrs)	taught at the time.	progress from
			Until, Friday 14 <sup>th</sup> May		starting points.
			"There is extensive evidence supporting the		
			impact of high quality one to one and small		All children to be
			group tuition as a catch-up strategy."		back on track from
			Education Endowment Foundation – Covid-19		their assessment
			Support Guide for Schools		

			"Tuition delivered by qualified teachers is likely to have the highest impact." Education Endowment Foundation – Covid-19 Support Guide for Schools		journey before COVID-19  Target Tracker and Pupil Performance Meetings to be monitored by SLT and relevant staff members.	
Assessment and evaluation time for class teachers	£4,950	All	1 per teacher per long term 11 per term x 3 - 33 days Supply cost to cover release £150 per day £4,950 "Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. "Education Endowment Foundation – Covid- 19 Support Guide for Schools	Correct intervention to be in place to support all children in being back on track from their assessment journeys before COVID-19. The interventions and their impact monitored by SENDCo.  My Learning Journeys for SEN children to have detailed information of clear next steps Provision map to be updated tracking any child throughout the year who is not on track to achieve their expected level of attainment (linked to their assessment journey before COVID-19)  Target Tracker to be updated with all assessments	All children to have made correct progress from starting points, some children to have made accelerated progress from starting points.  All children to be back on track from their assessment journey before COVID-19.  Target Tracker and Pupil Performance Meetings to be monitored by SLT and relevant staff members.	
CPD for Staff	£1,000	Coming from Pupil Premium	Optimus Education online CPD training package for all staff – including access to	Teachers to feel confident and able to support their children	Teachers to be able to differentiate	
		budget <u><b>£0</b></u>	courses such as:  'Differentiation for Catch Up Every Class – and Every Pupil – is Different' - The challenge of	with specific areas linked to COVID and making sure they can fully access all areas of	their support in class according to the children's	

			mosting the needs of all learners	ourrigulum and planning is	noods therefore
			meeting the needs of all learners	curriculum and planning is	needs therefore
			simultaneously has never been easy but this	matched to needs.	allowing all
			challenge has been greatly exacerbated by the		children to have
			COVID-19 pandemic. Widescale and prolonged		made correct
			school closures mean that teachers will need a		progress from
			new and effective toolkit for first assessing		starting points,
			and then addressing, gaps in pupils' learning.		some children to
			This course addresses reasons why pupils may		have made
			become vulnerable to underachievement and		accelerated
			explores a range of proven and practical		progress from
			strategies to accelerate the catch-up process.		starting points.
			By ascertaining exactly what pupils have		
			remembered over time, we can intervene to		All children to be
			plug gaps in learning and provide appropriate		back on track from
			support and challenge for each pupil.		their assessment
			"Ensuring every teacher is supported and		journey before
			prepared for the new year is essential to		COVID-19
			achieving the best outcomes for pupils.		
			Providing opportunities for professional		Intervention
			development – for example, to support		timetables to be
			curriculum planning or focused training on the		monitored through
			effective use of technology – is likely to be		the SENDCO, Pupil
			valuable." Education Endowment Foundation		Progress Meetings
			<ul> <li>Covid-19 Support Guide for Schools</li> </ul>		and staff appraisal
					targets
					1801
					Target Tracker and
					Pupil Performance
					Meetings to be
					monitored by SLT
					and relevant staff
					members.
English	C110.05	1/ from cotch	Consortium conior paper and laminating	Parents / Guardians to feel	
English	£119.95	½ from catch	Consortium copier paper and laminating		Reading
(Reading		up funding	pouches £23.99 x 5	confident and able to support	comprehension
strategies			Reading comprehension support for home	their children with	assessment papers
and					showing an

comprehensi on)		½ from Pupil Premium funding £59.98	"Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children." Education Endowment Foundation – Covid-19 Support Guide for Schools	comprehension whilst listening to their child/ren read. The resources will be given out alongside a support video from the literacy team and the roll out of the online reading programme.	improvement from their initial assessment, with accelerated progress.  Target Tracker and Pupil Performance Meetings to be monitored by SLT and relevant staff members.
SEND and Interventions (Access to the curriculum)	£1,480	Coming from Pupil Premium budget <u>£0</u>	Freestanding floor screens for furniture@work 160w x 180h (cm) £185 each X 8  "In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups are likely to be necessary."  Education Endowment Foundation – Covid-19 Support Guide for Schools	Interventions to take place across the school, following COVID-19 guidelines.	All children to be back on track from their assessment journey before COVID-19  Intervention timetables to be monitored through the SENDCO, Pupil Progress Meetings and staff appraisal targets
Assessment	£4,725	PUMA and PIRA assessment papers for all children £1,193.51 from Pupil Premium £1371.99 from Assessment school budget	"subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support." Education Endowment Foundation – Covid-19 Support Guide for Schools	Teachers to able to assess all children and find specific gaps in learning and make sure all children are suitably challenged and planned for.	Teachers to be able to differentiate their support in class according to the children's needs shown through their assessment papers.  Therefore, allowing all children to have

<b>f2159.50</b> from Catch-up funding		made correct progress from starting points, some children to have made accelerated progress from
		starting points.
		Planning shows clear support where needed.
Total funds allocated to catch-up provision	£35,120.00	