

Catch-Up Strategic Plan 2020-21

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

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.

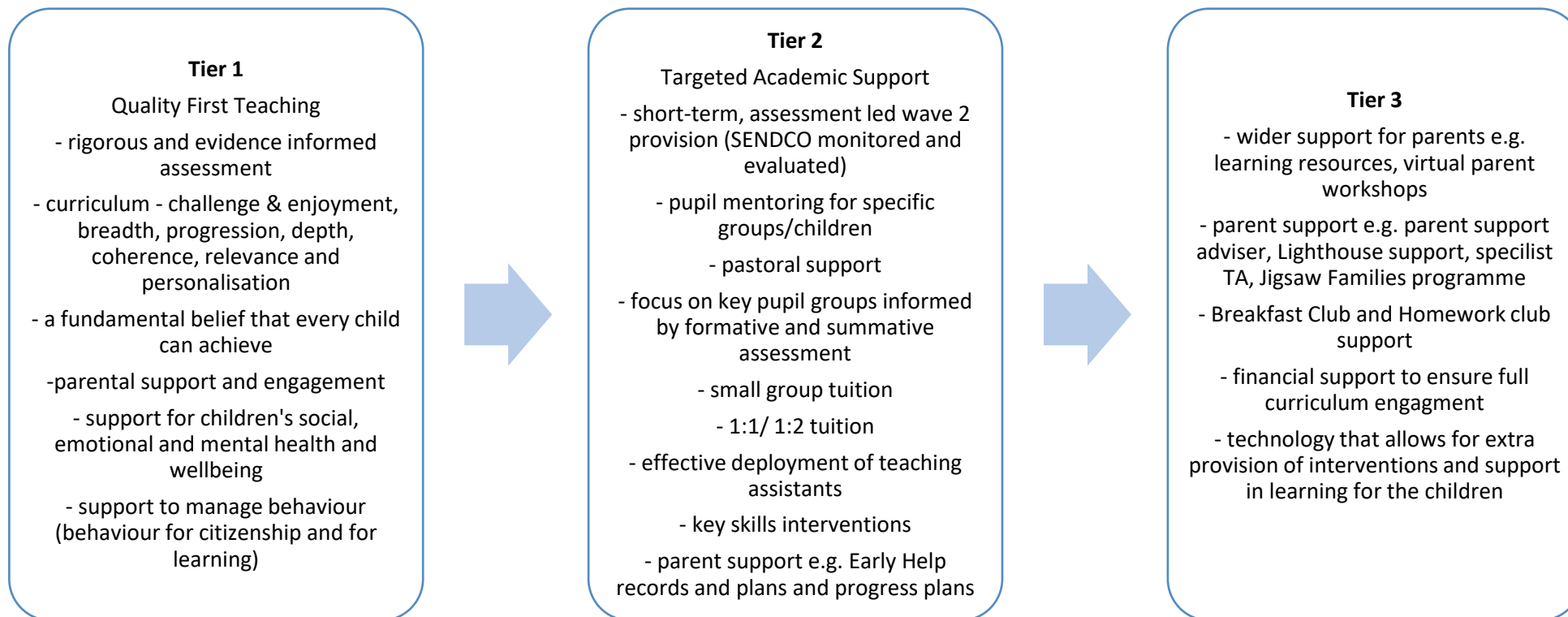
During the 2020-21 academic year, Ferndale Primary School anticipates receiving in the region of £35,000 in catch-up funding. This is based on 439 pupils on roll receiving £80 each. Our strategic catch-up plan is based on these figures and is in addition to additional funding received as part of the 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:



Planned expenditure (Some PPG or high needs funding may also be used to support initiatives)						
Academic Year: 2020/21						
Area of Spend	Total Budgeted Cost	Contribution from Catch-up Funding	Description of Intervention *where identified by Sutton Trust	Intended Outcomes	How impact is to be measured	Impact of the catch-up funding spend
Online reading	£3,492.39	<p>½ from catch up funding ½ from Pupil Premium funding</p> <p>£2,673.03 from Pupil Premium funding £819.36 from Catch Up funding</p>	<p>Online reading library with comprehension resources and support</p> <p>“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</p>	<p>Children to be able to access reading online both in school at home. In the event of a lockdown or a bubble isolation or an absence related to COVID, all children will still be able to access reading with detailed comprehension questions. Initial assessments show a distinct negative progress in the children’s comprehension.</p> <p>All parents to be able to support their child with comprehension when listening to them read.</p>	<p>Initial assessments show a distinct negative progress in the children’s comprehension.</p> <p>Reading comprehension assessment papers showing an improvement from their initial assessment, with accelerated progress.</p> <p>Target Tracker and Pupil Performance Meetings to be monitored by SLT and relevant staff members.</p>	
ICT support	£11,669.32	<p>£2,968.32</p> <p>1/3 from Catch up funding £8,701 from Pupil Premium budget</p>	<p>Laptops to be used for intervention and in lesson support, 2 per class from Year 1 upwards. £448.82 per computer x 26</p> <p>iPads for EYFS X 8 £300</p>	<p>Children to be able to access interventions within class and with support/ direction from a teacher/TA. This will allow certain interventions to be accessed by more children due</p>	<p>SEN to have clear progress from assessment starting points at the start of this academic year</p>	

	£2,400	£0 from Catch up funding Pupil Premium budget	“As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it useful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.” Education Endowment Foundation – Covid-19 Support Guide for Schools	to the increase in technology available.	Children who have shown negative or no progress at the start of the academic year to show clear progress.	
ICT Support and Interventions Relevant App licences specific to identified learning needs	£304.50	½ from catch up funding ½ from Pupil Premium funding £204.50	For intervention app licences to run across newly purchased technology “As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it useful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.” Education Endowment Foundation – Covid-19 Support Guide for Schools	Children to be able to access interventions within class and with support/ direction from a TA. This will allow certain interventions to be accessed by more children due to the increase in technology available.	SEN to have clear progress from assessment starting points at the start of this academic year. Children who have shown negative or no progress at the start of the academic year to show clear progress.	
Quality teacher first	£23958.34	All	All weekly: FS2 – 1/2-day intervention (2.75hrs) Y1 – 1/2-day intervention (2.75hrs) Y2 – 1/2-day intervention (2.75hrs) Y3 – 1/2-day intervention (2.75hrs) Y4 – full day intervention (4.5hrs) Y5 – full day intervention (6.5hrs) Y6 – full day intervention (6.5hrs) Until, Friday 14 th May “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.” Education Endowment Foundation – Covid-19 Support Guide for Schools	Children to be able to have quality teacher first teaching in smaller groups and 1to1 where needed. Identified through summative and formative assessments and fluid to match the curriculum areas being taught at the time.	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	

			<p>“Tuition delivered by qualified teachers is likely to have the highest impact.” Education Endowment Foundation – Covid-19 Support Guide for Schools</p>		<p>journey before COVID-19</p> <p>Target Tracker and Pupil Performance Meetings to be monitored by SLT and relevant staff members.</p>	
<p>Assessment and evaluation time for class teachers</p>	<p>£4,950</p>	<p>All</p>	<p>1 per teacher per long term 11 per term x 3 - 33 days Supply cost to cover release £150 per day £4,950 <i>“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.”</i> Education Endowment Foundation – Covid-19 Support Guide for Schools</p>	<p>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</p>	<p>All children to have made correct progress from starting points, some children to have made accelerated progress from starting points.</p> <p>All children to be back on track from their assessment journey before COVID-19.</p> <p>Target Tracker and Pupil Performance Meetings to be monitored by SLT and relevant staff members.</p>	
<p>CPD for Staff</p>	<p>£1,000</p>	<p>Coming from Pupil Premium budget £0</p>	<p>Optimus Education online CPD training package for all staff – including access to courses such as: ‘Differentiation for Catch Up Every Class – and Every Pupil – is Different’ - The challenge of</p>	<p>Teachers to feel confident and able to support their children with specific areas linked to COVID and making sure they can fully access all areas of</p>	<p>Teachers to be able to differentiate their support in class according to the children’s</p>	

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

comprehension)		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 £0	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 be 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	

		£2159.50 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			