

Weston Primary & Nursery School: Summary of Catch Up Strategy



School information			
School	Weston Primary & Nursery School		
Academic Year	2020-21 and 2021-22	Catch-Up Funding Received 2020-21	£10,640
Total number of pupils	147	% Disadvantaged Pupils (PPG)	14.3%

Contextual Information (if any)
Weston has 12% SEND children and 14.3% PPG. Our parent body is supportive of the school. Over lockdown, we consistently opened with Key worker/vulnerable children attending and from 1 st June increasing numbers of the eligible year groups attended, until 54% of children were attending full-time. Resources were available weekly through the school website and, in the later end of the summer term via Google Classroom, and paper-based learning was made available to families who needed it. Parents reported that they had engaged with learning but the degree of that support appears to have varied greatly. In Spring Term 2021, Google Classroom was once more used to deliver home learning, with positive feedback from parents about the enhancements this offered.

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and reviewed to enable progress to be tracked.
B.	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.
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.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. EYFS children will settle quickly into their new setting.
B.	Children should, with quality first teaching and support where required, regain 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.
C.	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school aims over the course of the two years, with additional support, 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 (National Funding)
Supporting great teaching	Additional teacher 'INSET' at the end of summer term and also on 1.9.20 to ensure all are secure on curriculum All teachers remaining in year groups from 2019/20 to 2020 Training/CDP/ support for staff as required. Focus on support of teaching teams with the new risk assessed procedures in place in the Autumn term. Teachers to begin identifying 'catch up needs' ready for Autumn 2	Across all Year groups/ classes	SLT will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	GH, AG	Regular learning walkabouts and discussions rather than formal observations in the first half term to be supportive and also minimise staff anxiety. Monitoring of teaching in second half of the term with observations by Headteacher		
Transition support	Transition plans for EYFS: Individual support for children with additional needs – bespoke plans where required set up – use of new Herts proforma. Parents allowed in school (masks and one-way system with staff positioned along the route) to support children initially. Regular feedback to parents. Start on 7.9.20 with a week of part time then moving straight onto full-time. Additional staff allocated (5 x am sessions)	EYFS	This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff build trusting and respectful relationships with children quickly to enable successful learning.	EYFS team GH	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans.		

Catch up curriculum	Catch up curriculum for PSHE Years 1-6- Resilience focus. EYFS focus on prime areas to ensure children are ready for their next stage of learning. Training in English and Maths to 'dovetail' gaps in learning with expectations for their current year group curriculum. Alongside wellbeing, focus on instilling a sense of routine and high expectations in first half term- developing learning behaviours including resilience. Assessment completed by half term to have identify gaps for all year groups, to identify requirements of any targeted support. Extra resources for PSHE, Phonics and Spelling to ensure rapid filling of gaps and speedy return to back on track learning. Also extra release time for related CPD thorough tracking	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety following COVID return	This will have a significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID. Children will be ready for their next stage of learning. Children will be engaged in their learning and be motivated to attend and learn in school Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created.	JM, AG JM + Team Ters	Curriculum content and approach set up in July/ September to be monitored by SLT in second half of the term- through discussion, informal observations and planning checks.		£990
Total budgeted cost for Strand 1							£990

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 (National Funding)
Small group/1-1 interventions during school day led by TAs and extra pastoral support provided by TAs to ensure pupils safely and confidently return to school.	Targeted interventions - small group/1-1 pre-teaching or follow up as identified. Support from coordinators in providing materials/ resources to enable successful intervention Increase hours of part-time TAs while minimised bubbles to ensure safe return to school with pupils in small. secure groups.	Children across the identified as needing support in English and/or Maths. (EYFS prime areas) Pupils who struggle with the return to school following lockdowns	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly and also increase self-confidence/positive impact on pupils mental health.	SLT	Assessment- formative week to week and summative termly All additional work recorded in books Pupil progress meetings Learning walks/observations		£3110 (contribution to total cost)
Groups of 3 pupils participate in National Tuition Programme	Contact approved tuition provider from DfE recommended list. Agree small groups in school day and after in year groups 2 and 6.	Year groups 2 and 6. Pupils identified by class teachers as needing extra catch up.	Children will have been targeted to enable gaps in learning to close and progress be made.	GH	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings		£500
Targeted language intervention for Reception children with impaired S&L (likely to be exacerbated by lockdown).	Participation in Nuffield Early Language Intervention (NELI) as recommended by DfE, staff release time for CPD.	Reception children with impaired S&L – also other Reception children will benefit from staff expertise.	Children will have been targeted to enable gaps in learning to close and progress be made.	JM	Assessment- formative week to week and summative termly All additional work recorded in books Pupil progress meetings Learning walks/observations		£550

Ensure all pupils can return to school following lockdowns to face to face education from a trained teacher.	Ensure class taught by Clinically Extremely Vulnerable (CEV) teacher is taught by qualified and high quality supply cover while CEV teacher is shielding.	All pupils in Gravett class	Pupil will have access to face to face learning and will re-build self-esteem and make up for lost learning.	AG	Assessment- formative week to week and summative termly All work recorded in books Pupil progress meetings Learning walks/observations		£1300 (contribution to total cost)
Extra pastoral support to support children with negative impact to behaviour	Employment of extra TA for all ams. This TA to support pupil pastorally and with their learning in class.	Targeted support to children with negative impact to behaviour from lockdown.	Pupil will increase access to learning and will re-build self-esteem.	GH	Assessment- formative week to week and summative termly All additional work recorded in books Pupil progress meetings Learning walks/observations		£2500 (contribution to total cost)
Total budgeted cost for Strand 2						£7960	

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 (National Funding)
Access to technology	Set up of Google classroom in KS1 and KS2 to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents.	Year 1 to 6	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.	SLT/EH	Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels		
Logins for Timetables Rock Stars and links to oak academy and bbc bitesize shared on the school website for home use	Parents to be 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.	Website- Logins-admin team	At parents' meetings/in calls/via Google Classroom ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.		
Enhanced role for Curriculum Leaders to ensure broad curriculum is recovered, not just Maths and English.	CPD and extra release time to facilitate monitoring and re-planning of long term planning/prioritising of key knowledge and skills.	All children	Children will experience a curriculum that is broad (pupil entitlement) and which enables them to catch up.	GH, all CL's	Assessment- formative week to week and summative termly All additional work recorded in books Pupil progress meetings Learning walks/observations Also CL File/records.		£1250 (contribution to cost)
Attendance - Support for Parents after full return	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.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	GH/SL	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.		
Staff Wellbeing	Agree with Governors appropriate measures to keep our most precious resource as highly motivated and effective as possible.	All children, because all staff	Staff's professionalism acknowledged and motivation enhanced.	GH	Annual wellbeing questionnaires and regular informal discussions.		£440
Total budgeted cost for Strand 3						£1690	
Total budgeted cost for all strands						£10640	

