

 **Haslington Primary School Catch Up Strategy 2020-21**

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| **1. Summary information** |
| **School** | Haslington Primary School |
| **Total number of pupils** | **250** | **Total Catch Up Funding** | **£20,000** | **Date** | **November 2020** |

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| **2. Summary of approach taken by school to develop this strategy** |
| Three Tiered Approach based on ‘The EEF Guide To Supporting School Planning’: Teaching, Targeted Academic Support and Wider StrategiesBaseline assessment for 2020 Reception cohortWellcomm Assessment of language and communication for EYFSDiagnostic reading assessments of all children who have entered Year 1 as well as Phonics assessments for all children in Year 2Engagement in Education Endowment Foundation Materials School Planning Guide 2020-2021 and National Tutoring ProgrammeStrategy designed in collaboration with all teaching and support staff and redeployment of resources to meet identified academic need has been given the highest priorityWhole school levelled e-reading books to support reading during lockdownDiagnostic maths assessments of all children to identify gaps in learning |

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| **3. Current attainment** |
|  | **National 2019** | **School 2020****(or average over 3 years)** | **PP School 2020****(or average over 3 years)** |
| **% achieving expected standard or above in reading, writing & maths, Year 6** | 70% | 31% | 17% |
| **Progress in reading** | +0.31 | 56% |  |
| **Progress in writing** | +0.24 | 44% |  |
| **Progress in mathematics** | +0.31 | 50% |  |
| **% achieving expected standard or above in reading, Year 2** | 75% | 63% | 100% (1) |
| **% achieving expected standard or above in writing, Year 2** | 70% | 37% | 0% |
| **% achieving expected standard or above in maths, Year 2** | 76% | 20% | 0% |
| **% achieving expected standard in Phonics Screening Check, Year 1** | 82% | 78% | 0% |
| **% achieving Good Level of Development, Reception** | 72% | 60/74% | 0% |

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| **4. Academic priorities to be addressed** |
| **A** |  Children in Key Stage 1 and 2 have missed key mathematical concepts which has impacted on their progress due to Covid19 Lockdown period |
| **B** |  Reading across the school has regressed during the Covid19 Lockdown period |
| **C** |  Identify any gaps in phonics in EYFS and Key Stage 1 |
| **D** |  Assessments across the school have identified cohorts requiring additional support and intervention |
| **Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates)** |
| **E** | Bespoke strategies of Emotional Health and Wellbeing as devised in Haslington Primary School  |
| **F** |  Mental Health Lead and wellbeing offer deployed to support with vulnerable and disadvantaged families.  |
| **G** | Access for all to online remote learning, and pastoral and safeguarding support in the event of the closure of a cohort of children. |
| **H** | Aim to maintain the exceptionally high levels of attendance we have experienced during September 2020 as we progress through the autumn and spring term. |

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| **5. Intended outcomes (specific outcomes and how they will be measured)** | **Success criteria** |
| 70% or more children will achieve a Good Level of Development (GLD) as outlined in the Revised EYFS Framework. | Moderation and monitoring throughout the year will mean diagnostic assessments will inform next steps and the curriculum will be tailored to ensure all children maximise the opportunities to meet GLD. |
| Attendance to remain consistent and above the national average. | Attendance in September has been in excess of 97%. Children will be engaged with positive attitudes to learning and parents will feel confident that school is doing everything possible to mitigate the risk of infection.  |
| 90% or more children will pass the phonics screening check in Y2.80% of children will pass the phonics screening check in Y1  | As a result of a comprehensive and consistent approach to whole class phonics teaching alongside excellence in diagnostics and bespoke provision in small groups, the majority of children will pass the screening check in Year 2 in October 2020 and also in Year 1 in summer 2021. |
| To close the gaps in all year groups in attainment in order to address any impact caused during two periods of partial school closure. Attainment in Key Stage Two statutory tests will remain above the national average.*Note – the Statutory Test were cancelled in January 2021 due to partial school closures.*  | Quality first teaching and instruction, along with progression and coverage planning adaptations will ensure the curriculum is effectively delivered throughout the academic year. A programme of bespoke, small group, timely interventions will ensure children can deepen their understanding of each small step in order to make better than expected progress.  |

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| **6. Planned expenditure** |
| **i. Quality of teaching for all** |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | **Cost** |
| Quality first teaching (QFT) across all curriculum subjects, but especially Maths and Reading.School devised 3 tiered approach to include QFT, interventions and wider approaches. Quality-assured training with White Rose Maths x7 remote session with an experienced Maths Specialist.  | Through consistency in quality first teaching of basic skills and assessment-informed planning, the children’s attainment in Maths and Reading will be in line with December 2019 (last assessment point prior to lockdown) by Summer 2021. Teachers will continue to deliver a broad and balanced curriculum as evidence through book scrutiny. | Pg8 EEF Guide to ‘Supporting School Planning’ states that ‘explicit instruction’ is a key component of high-quality teaching.  | Pupil Progress Meetings at the beginning of each term to assess progress.(Delayed due to Partial closure of school).School data will show improvement in attainment over time. | PSDMVTBKDCA | Autumn term –lesson observationsSpring Term - appraisal reviews | £200Cost of trainingWhite Rose Maths  |

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| Excellence in the provision of remote digital and learning. | Through loaned laptops, iPads and kindles, children will access high quality remote learning materials to improve learning outcomes. Children will receive high quality feedback, which will support them to make progress.Retrieval strategies, such as quizzes, will help pupils retain key information.Staff training and engagement in ongoingCPD. | Pg12 of EEF Guide to ‘Supporting School Planning’ states how a focus on high quality, well implemented remote learning will be beneficial for all children. | Monitoring level of engagement in online learning.SLT to monitor planning and resources online. Parent and pupil surveys. | SLTAll class-based teachingstaff | Ongoing throughout the academic year as required, both in terms of staff CPD and effectiveness of the policy in the event of a full/partial closure. | Costs for IT support time to set up DFE donated laptops/Ipads£500 |

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| **ii. Targeted support** |  |  |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | **Cost** |
| Purchase, training and delivery of Maths Intervention Programme – ‘On Track Maths’. | Children will reach age-related expectations by the end of the programme. |  Data on Maths attainment and a recognised provider.  | TAs to deliver pre and post programme assessment and close monitoring. | PSDMAB | End of programme SLT | Cost of intervention £650 |
| National Tutoring Programme Connex tutor employed to deliver Maths intervention  | To work with Connex Tutors to provide additional tutoring for disadvantaged children | End of Term 1 dataEEF endorsed research project. | Full participation in the programme if successful.  | SLT  | If applicable, review termly.Pupil Progress Meetings  | £8,500 co funded by DfE @75% of actual costs hourly rate £12.25 |
| Provide bespoke reading and maths intervention delivered by a QT  | Experienced Class Teacher to plan and deliver bespoke programme | End of Term 1 data | Base line and end of programme data should demonstrate the impact  | AB  | Regular review by SLT |  £8,000 towards staff costs  |

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| **iii. Other approaches** |  |  |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | **Cost** |
| Implementation of Emotional Health, Resilience and Well Being Policy | Resilience and emotional well-being will be meaningfully combined within the academic curriculum(refer to policy) | EEF Guide to ‘Improving social and emotional learning’. | The policy and implementation plan will be monitored as a key component of their roles as Mental Health Lead. | LH | Termly | Contribution to staff time spent implementing and monitoring£300 |
| Attendance monitoring and support | The attendance team will address absence directly while sensitively exploring parents and pupils’ concerns that may be inhibiting school attendance. | Pg20 of EEF Guide to ‘Supporting School Planning’. | Children will feel safe and ready to learn; this will be reflected in the calm and purposeful atmosphere in school alongside high levels of attendance and parent confidence. | DMLH | Daily and monthly analysis | Staff deployment£350 |
| To employ an art therapist via the Trust to support with children’s mental health and wellbeing | To ensure that children’s emotional wellbeing is supported to allow for engagement within the academic curriculum | EEF Guide to ‘Improving social and emotional learning’. | Children will feel secure, safe and ready to learn and achieve. | LHMS | Half Termly | £1,500 |
|  | **Total Budgeted****Cost:** | Total for all expenditure is£20,000 |

**Summer Term Review of Progress Against Strategy**

**Spring Term Review of Progress Against Strategy**