

CATCH -UP STRATEGY 2020-2021

Heronshaw



The IFtL Ethos and vision

Across IFtL, we are committed to respond effectively and flexibly to the unprecedented pandemic of 2020. Striving for excellence for all, we are resolute in our ambition to overcome the additional barriers presented. We are strong, energetic and unafraid with a united sense of purpose. No barrier or problem will be too great and together we will commit to achieve our priorities for all children and our adults, with no exception. In our Trust, we are never alone. We know we are stronger together – responsible, resilient and innovative, ensuring IFtL is a fulfilling community and is a ‘A great place to be.’

Strategic Vision: Overall Impact and Outcomes 2021

Our vision will be achieved through the following six key strategic priorities:

- **Priority 1:** Ensuring all pupils make ambitious progress to catch up, close gaps and achieve their potential.
- **Priority 2:** Ensuring a purposeful, inspiring and engaging recovery curriculum enabling children to catch up whilst nurturing their interests and talents.
- **Priority 3** Ensuring the continuous development of excellent provision and practice.
- **Priority 4:** Ensuring talented, unwavering, and pioneering system leadership for us to be leaders in education.
- **Priority 5:** Ensuring that we nurture a safe, secure and engaging environment in which we all thrive.
 - **Priority 6:** Ensuring that we grow financial sustainability.

Links to School RIP/ SSP:

1. Contextual Information

Academic Year	2020-2021		Date:		Sept 2020
Number of Pupils on Roll (September 2020)	238	Total Catch up Budget:	£19,040	Termly Impact Review:	December 2020

2. Key attainment data

Reported Data Aspect		On Track/ Achieved				
		End of Spring 2020	Baseline September 2020	Gap	Prediction July 2021/	July 2021 Achieved
238 pupils £19,040 budget					77%	
GLD						
Phonics (phonic check or equivalent)	Year one	65%	61%	30%	80%	
	Year two	72%	62%	28%	90%	89%
KS1 reading, writing, maths, EGPS (Mocks/ Cornerstones)	Reading	79%	67%	14%	81%	84%
	Writing	76%	65%	12%	77%	80%
	Maths	86%	68%	19%	87%	86%
	EGPS					
	Reading					

KS2 reading, writing, maths, EGPS (Mocks/ Cornerstones)	Writing					
	Maths					
	EGPS					

3. Whole school gaps, trends in data and priority areas

- Foundation – identified that the children were not as independent as usual. Children baselined lower on phonics and reading than previously seen. Children had lower core strength and fine motor skills which impacted on writing and mark marking.
- Year 1 – phonics data was lower than expected on entry to year 1 due to lockdown. This will be a focus through 1:1 and small group phonics during the next academic year. Writing was also lower than expected in 2019-2020 end of year data. This will be a focus through the write stuff programme and small group intervention as well as in the moment feedback.
- Year 2 – Maths baselines at the start of year 2 showed that the children were not working at the same level as previous years. Gap analysis and use of the DFE st3eps to progress documentation must be a priority.

4. Desired outcomes

Desired outcomes and how they will be measured	Success criteria
<ul style="list-style-type: none"> • To maintain outcomes that were achieved at the end of spring 2020 for Year 2. • To ensure that Year 1 outcomes reflect the rapid and sustained progress on return to school following the covid-19 outbreak. 	<ul style="list-style-type: none"> • Analysis of school data, pupil monitoring (books, assessment data), monitoring of quality of teaching (typicality walks, learning walks, environment, etc. • School attainment is as follows 2020: FS GLD 75% on track, Year 1 79% reading, 76% writing, 86% maths)
<ul style="list-style-type: none"> • To improve pupil wellbeing (school readiness, levels of engagement, behaviours for learning, resilience during the course of the year, new behaviour expectations). 	<ul style="list-style-type: none"> • Children have the resilience, stamina and passion for learning that translates into their own personal achievements.
<ul style="list-style-type: none"> • Monitoring and evaluating (sharpness of this) - in school and home learning 	<ul style="list-style-type: none"> • OTrack, gap analysis from teachers is completed continuously throughout the school year to ensure that learning is personalised to their needs, resulting in intervention support and parents' guidance during lockdown periods.

5. Impact Towards Long Term Outcomes 2020-2021

Autumn 2020 - Milestones	Spring 2021- Milestones	Summer 2021- Milestones
<p>Remote learning in place alongside in class teacher.</p> <p>All children to have received intervention programme catered to their individual needs, based on most current attainment data.</p> <p>CPD for staff completed.</p> <p>Bespoke support for identified teachers and TAs.</p> <p>Data gathered at two points in autumn term with professional discussion centred on next steps.</p> <p>Impact of support shared between teams and SLT.</p> <p>Typicality of core subjects completed (first cycle).</p>	<p>Remote learning in place alongside in class teacher.</p> <p>All children to have received intervention programme catered to their individual needs, based on most current attainment data.</p> <p>CPD for staff completed.</p> <p>Bespoke support for identified teachers and TAs.</p> <p>Data gathered at two points in autumn term with professional discussion centred on next steps.</p> <p>Impact of support shared between teams and SLT.</p> <p>Typicality of core subjects completed (second cycle).</p> <p>Predictions reviewed and current attainment is on track to meet end of year outcomes.</p>	<p>Remote learning in place alongside in class teacher.</p> <p>All children to have received intervention programme catered to their individual needs, based on most current attainment data.</p> <p>CPD for staff completed.</p> <p>Bespoke support for identified teachers and TAs.</p> <p>Data gathered at two points in autumn term with professional discussion centred on next steps.</p> <p>Impact of support shared between teams and SLT.</p> <p>Typicality of core subjects completed (third cycle).</p> <p>Outcomes met.</p>

1. Planned expenditure

Academic year	September 2020 to July 2021				
<p>The three headings below enable schools to demonstrate how they are using the catch-up fund to improve quality first teaching including classroom pedagogy, providing targeted support and support whole school strategies.</p>					
<p><u>Tier 1: Raising quality first teaching for all children.</u></p> <p><i>Provide high quality teaching and learning to enable all children to accelerate progress and catch up.</i></p>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Maintain high of children attaining GD in R, W and M at end of KS1	<ul style="list-style-type: none"> Y2 streamed with 2 teachers and a HLTA to provide rapid learning opportunities for maths 	Children on track to attain GD in reading, writing and maths are grouped together.	<ul style="list-style-type: none"> Gap analysis through the use of OTrack, school assessment system/ 	JE	Start of October 2020, end of Dec, end of March and June.
To use Otrack to analyse data gathered and identify next steps in order to close gaps.	<ul style="list-style-type: none"> Recovery curriculum – identifying and teaching to the gaps. 	To track children’s progress and gaps in knowledge effectively so that teachers can ensure they teach effectively to increase progress and SLT have clear understanding of the progress of year groups.	<ul style="list-style-type: none"> Additional data drop (early autumn). Regular assessment and monitoring of core subjects. Regular moderation of children’s work in team meetings. 	JE MB	Half termly
To simplify the curriculum offer to ensure time is allocated to the core subjects.	<ul style="list-style-type: none"> Focus on the core subjects so that young learners have the tools that are essential to make rapid progress. 	Baseline data has shown that there are a wider range of gaps in skills and knowledge and that the lockdown from last academic year has caused notable decrease in progress. Much of the summer curriculum content has been missed by the vast majority of pupils. Year 1 year group to have opportunities for continuous provision during autumn term, allowing for intense series of interventions to be carried out.	<ul style="list-style-type: none"> Staff training to focus on core subject skills and provision. Maths and English lead to liaise with SLT ahead of the SSP review and monitoring. Lesson study to be used to support staff during autumn term. 	JE MB GL	Half termly
Proposed Cost:					£15.000
<p><u>Tier 2. Targeting support, group and bespoke level, for identified low achieving children and/or those struggling to make accelerated progress including the more-able children.</u></p> <p><i>Provide high quality targeted support to enable all children to perform in line with their peers and make good progress.</i></p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To close the educational gaps in knowledge (focus on core subjects)</p>	<ul style="list-style-type: none"> Booster groups 	<p>Children who have missed large periods of school have gaps in knowledge from spring/summer term. In order to get back on track, initial assessments will highlight key areas to be focused on in the first 6 weeks.</p>	<ul style="list-style-type: none"> OTrack assessment system used to highlight gaps in knowledge. Assessment for reading, writing, maths to show first steps. Team discussions led by SLT. All staff to lead at least one focused intervention (with guidance from experienced teachers). 	<p>JE MB JA</p>	<p>October half term</p>
<p>To close the educational gaps in knowledge (focus on core subjects)</p>	<ul style="list-style-type: none"> Interventions 	<p>Children who have missed large periods of school have gaps in knowledge from spring/summer term. Assessments for reading, writing and maths will highlight where additional focused support is necessary.</p>	<ul style="list-style-type: none"> OTrack assessment system used to highlight gaps in knowledge. Class teachers to moderate work in team meetings. Data discussed in team meetings and pupil progress meeting 1. SLT monitor the impact. 	<p>JE MB</p>	<p>Half termly.</p>
Proposed Cost					<p>£8,000</p>
<p><u>Tier 3 Wider curriculum and school offer impacting on children's development and learning.</u> <i>Provide high quality enrichment, SMSC and cultural capital activities to support all children's well-being to promote all areas of development.</i></p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>To ensure that the core values of the school (in particular Community)</p>	<ul style="list-style-type: none"> Learning platform (YouTube/website/ Zoom) 	<p>For some children, the long absence from school has given a fragmented feeling and lack of belonging. It is essential that children, staff and families feel a sense of continuity in</p>	<ul style="list-style-type: none"> Training and support for all staff. Weekly assemblies to continue on the YouTube channels to ensure accessibility and involvement of wider audience. 	<p>JA NG</p>	<p>Half termly</p>

remains at the heart		school life and remaining part of this school community.	<ul style="list-style-type: none"> • Typicality in school to focus on wellbeing, success and community. 		
To improve the emotional wellbeing of the children so that they are able to access learning back in school.	<ul style="list-style-type: none"> • Wellbeing activities (specific activities) 	For some children, they have not had interactions with people from outside of their core family. Some children have little interaction with other children. Reports of an increase in anxiety among children is prevalent.	<ul style="list-style-type: none"> • Front-loaded teaching and learning programme to support SMSC. • Learning mentor to support nurture groups and advise support staff on supporting children. • SPLC to provide signposting and support for wider families. 	MB MBr PM	Half termly
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Proposed cost					£5,000