

Stuart Road Primary Academy Summary of Catch-Up Strategy - 2020

| School information | | | |
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| School | Stuart Road Primary Academy | | |
| Academic Year | 2020-21 | Catch-Up Funding Received 2020-21 | £15, 994 |
| Total number of pupils | 180 | % Disadvantaged Pupils | 35% |

| Contextual Information (if any) |
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| <p>Most children have been happy to return to school post lockdown and are managing the changes that have been required to be put in place. We do have a number children who are finding the return to school difficult and we are seeking to address this via our ELSA trained family worker and also by referrals to MAST. Attendance is between 95% and 98%. We are linking closely with the EWO to ensure that we challenge any non-attendance. Baselining has shown that we need to address the shortfall in learning due to lockdown. We are carrying this out via the recovery curriculum and the development of online resources and face to face interventions. At present we have had a number of families require testing but currently have no positive cases.</p> |

| Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i> | |
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| A. | Develop support strategy to enable all pupils to make accelerated progress and therefore diminish any loss from lockdown |
| B. | The staff to undertake CPD to support them in delivering high quality lessons and to ensure that pupils needs are met. |
| C. | Develop remote learning strategy in order that pupils at home are accessing consistent learning and to ensure the school is fully prepared for further closures. Ensure that this can be accessed by all of our parents, both online and with paper copies. |

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| D. | To ensure that we meet the emotional needs of our children to allow them to recover from the impact of pre and post lockdown and feel confident to access learning in the school. |
| E. | To maintain the wellbeing of our staff to enable them to carry out their role and reduce staff absence. |

| Summary of Expected Outcomes | |
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| A. | All pupils will make accelerated progress enabling them to return to their pre- lockdown outcomes. |
| B. | All teaching will be at least good with evidence, via monitoring, of good teacher knowledge and high levels of challenge for all pupils. |
| C. | Pupils who are unable to be in school due to testing or self-isolation will have access to the same learning opportunities as pupils in class. The school will also be prepared for any future lockdowns and have a clear strategy for the delivery of lessons. |
| D. | We have diminished the social and emotional needs of your children and allowed them to regain their confidence and ability to take part in learning |
| E. | Staff feel that they have a voice to share worries and concerns around the return to school and the identified pressures that they are experiencing |

Summary of Catch-up Strategy

| STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES | | | | | | |
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| 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 (School Bud) | Cost (National Funding) |
| <p>1:1 support/ small group</p> <p>Following baseline assessment, individual pupils in each year group through Year 1 to Year 6 who need an intensive programme of support in order to catch up will be identified.</p> <p>We will identify where this can be done in small groups as well to maximise impact</p> | <p>We will use the pivotal pupils identified in our baseline assessments in Year 1 through to Year 6.</p> <p>This will be up to 50 children worked with in the first instance. This will be reviewed as we progress through the support.</p> | <p>By the end of Summer 2020, these pupils PIRA/PUMA scores will be in line with those prior to lock-down and the gap between disadvantaged and non- disadvantaged across the school will have closed.</p> <p>Support will be in the afternoons.</p> | JH/MF/AI | <p>Analysing data during pupil progress meetings. These meetings take place termly.</p> <p>Assessment points as per the RSAT</p> <p>Monitoring of classes every 2 weeks to track progress carried out by SLT with some support from ASL.</p> | £0 | <p>Payment for supply teacher to release class teacher to deliver high quality interventions.</p> <p>£7,200 for JH, AI and 1 TA with SEND experience</p> |

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| <p>1:1 support/ Quality first teaching</p> <p>Teaching staff need to have the skills and subject knowledge to support the pupils. This will also involve the support of SLEs to enhance subject knowledge</p> <p>JH/MF to work in each class with target pupils and to deliver support to the identified teachers (Y2/3/4/6) to ensure quality first teaching.</p> | All – Y1-6 | <p>JH to be released for three afternoons a week to work with teachers and target pupils to develop high quality provision</p> <p>SLE to be booked in to model high quality provision.</p> <p>This will be augmented when AI returns from maternity cover.</p> | <p>JH/MF</p> <p>SLE</p> | <p>Lesson observations will be as defined in the RSA appraisal documentation</p> <p>Pupil conferencing will be carried out 2 weekly</p> <p>Assessment data as per the RSAT</p> <p>Feedback from SLE at end of each visit.</p> | £0 | £900 for 6 days of SLE support |
| | | | | Cost | £0 | £8,100 |

STRAND 2: TARGETED SUPPORT

| 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 (School Budget) | Cost (National Funding) |
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| <p>ELSA support</p> <p>Pupils identified during September return to school to work 1:1 or in small groups around self-regulation of emotions</p> | <p>Disadvantaged pupils who have been identified as a concern with regards to well-being.</p> <p>This will allow for a further 10 children to have support</p> | <p>Pupils' mental wealth is restored. Pupils feel ready to learn and have adopted self-regulation strategies</p> | <p>HM</p> | <p>Drop ins to class to monitor the children in class = 2 weekly</p> <p>Meetings with the family worker – weekly</p> <p>Pupil conferencing – termly</p> | | <p>0.4 increase to family worker for Autumn/ Spring term.</p> <p>£1,500</p> |
| <p>Counselling/ Emotional support</p> <p>Pupils identified during Autumn term and from information held by school during school closure to receive support from MAST</p> | <p>Pupils who have been identified as a concern with regards to well-being. 7 children to be supported through additional ELSA or MAST support during the autumn term</p> | <p>Pupils' mental wealth is restored. Pupils feel ready to learn and have adopted self-regulation strategies</p> | <p>MF Therapist</p> | <p>Feedback from MAST workers and EP.</p> <p>SENDCo to monitor impact of support plans</p> | <p>£0</p> | <p>£1,000</p> |

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| Phonics knowledge Update all staff on the use of RWI to ensure that we are delivering phonics correctly (14 staff) | All pupils who have been identified with deficit in their phonics knowledge | Target pupils will meet the expected outcomes. | MF | Feedback from pupil conferencing. Analysis of data as per the RSAT Monitoring – every 2 weeks Lesson observations termly | £0 | £2,700 |
| | | | | Cost | £0 | £5,200 |

STRAND 3: WIDER STRATEGIES

| 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 (School Budget) | Cost (National Funding) |
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| <p>Access to online learning</p> <p>Microsoft teams will be used as a new online platform. In the event of a child self-isolating or complete bubble/ school closure pupils will have access to current year group learning via slides, videos, live lessons</p> | All | Pupils who are not able to be in school will not miss out on classroom learning and will have access to real teaching enabling them to continue to make progress and receive meaningful feedback from their teacher | MF/CSC | <p>Class teachers will monitor levels of engagement from individual pupils and will be able to mark work. This will be monitored every 2 weeks</p> <p>Impact will also be evaluated when analysing data from Teams reports.</p> | | No cost as this was sourced from the DfE funding by Owen Thomas. |
| <p>To target all pupils learning in school and beyond school by purchasing the WRM workbook resources to enable pupils to practice skills and knowledge in class and when at home. This will support out home learning strategy</p> | All | Pupils will make accelerated progress from their baseline levels | MF/JH | <p>Work book look- every 2 weeks</p> <p>Assessments – as per the RSAT</p> <p>Monitoring - 2 weekly</p> | | £1,800 for the year for all children |
| Cost | | | | | £0 | £1,800 |

Financial Summary

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| Total budgeted cost for all strands | £15,100 |
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