



Simon de Senlis Primary: Catch-up Strategy 2020-2021

This **pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools should ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance.**

School information			
School	Simon de Senlis		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£33,200 (20% to the NPAT Central Team for further development=£6,640) Remaining balance- £26,560
Total number of pupils	415	% Disadvantaged Pupils	10%

Contextual Information (if any)

SdS is a two-form primary school with a special unit of 14 pupils. We are hoping that additional Catch up Funds of £2,240 will be added to support the catch-up needs of the pupils within the unit. Some of this money will be used within the overall strategy to develop teachers and the remaining amount will be used to develop technology along with reading and maths resources within the unit. During lockdown between 85-90% of pupils accessed online and paper- based learning using Office 365 and Class OneNote. Our aim now is for 100% of students to access all weekly key skills (homework) and any future remote learning will take place online. Although there was a high uptake of learning during lockdown, we have seen that pupils have returned to school with reduced stamina and concentration and gaps are becoming more evident across the core areas of the curriculum. As a result of our parental survey we found that 75% of students have access to a laptop, however 30% of those are used by parents for work. Other pupils have access to a phone or tablet.

In order to develop staff and pupil skills further we have invested heavily in teacher and staff knowledge of using an updated version of the Class OneNote that was used during lockdown. Regular training is taking place with staff to enhance their skills and ensure they are ready for any remote and blended learning that is to take place. After a recent bubble closure of 67 pupils, all pupils completed their online learning for the whole period of isolation. Parents did report having challenges with the sharing of devices and the use of phones for learning and so the purchase of additional devices within school will support the completion of work and the continuation of learning through any bubble isolation periods. These devices will be able to be loaned to parents during isolation periods to enable more pupils to remain on track and close any previous gaps within knowledge from the summer lockdown.

A focus on teacher knowledge and development, in particular on the use of responsive teaching strategies to enhance specific and individualised next steps for children, has been implemented since September. In addition, the core curriculum knowledge of teachers and teaching assistants is being developed through structured CPD, lesson studies and team-teaching models. All of these will work towards enabling staff to close gaps and ensure pupils catch up from any lack of knowledge due to the summer lockdown.

Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

A.	<p>Teaching- To improve the quality of teaching and learning so that provision is ‘good’ or ‘outstanding’ throughout the school, leading to raised attainment in reading, writing and maths for all children.</p> <p>To develop the skills of responsive teaching to ensure teachers and TAs are able to use diagnostic assessment accurately along with feedback and questioning to enable effective learning and outcomes.</p>
B.	<p>Targeted Academic Support- To identify gaps in learning along with specific needs of pupils and to plan targeted, precise and successful interventions resulting in gaps closed and improved progress and attainment.</p>
C.	<p>Wider Strategies-</p> <p>Access to technology-To enhance pupil’s skills when using technology- To ensure the devices in school are up to date and in plentiful amount to allow pupils to develop their knowledge and fluent use to enhance learning during in-school, remote and blended learning. Devices will be available for families to loan for any remote learning episodes.</p> <p>Pupil well-being- To support pupil well-being during or as a result of blended or remote learning taking place, in order for learning to continue and gaps in learning to be closed.</p>

Summary of Expected Outcomes

A.	<p>For the quality of teaching and learning to improve across the school so having an impact on progress and attainment of pupils.</p> <p>For all teachers to use identified responsive teaching strategies within all lessons, demonstrating the use of questioning, feedback and assessment to identify gaps and misconceptions and adapt teaching to address these needs.</p> <p>For all teachers to proactively take part in the lesson study approach, resulting in improved teacher subject knowledge and implementation skills.</p> <p>For pupils to achieve EXS in line, or above national expectations at EYFS, phonics check, end of KS1 tests, multiplication check and end of KS2 tests.</p>
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B.	<p>For gaps in learning as a result of C19 to be closed.</p> <p>For 90% of the children taking part in catch up interventions to achieve 90% of their targets.</p> <p>For pupils at statutory assessment points within the year to achieve above national expectations (EYFS GLD, phonics check, End of KS1 tests, multiplication check, end of KS2 tests).</p> <p>For 75% of all children in receipt of PP to achieve EXS in reading, writing and maths across school.</p>
C.	<p>For all pupils to be taught and be confident in the use of Office 365 software and apps, in preparedness for any remote or blended learning.</p> <p>During any remote or blended learning all pupils to take part and complete tasks.</p> <p>During any remote or blended learning pupils continue to develop knowledge and learning in order for gaps to be limited.</p> <p>For the well-being of pupils, within or as a result of remote or blended learning to remain positive, resulting in pupils accessing learning and progress continuing.</p>

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(e.g., Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?		Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
	For all teachers to take part in 4 lesson study cycles linked to the use of responsive teaching, maths mastery, reading and writing.	All pupils will benefit from the teacher development. In particular pupils who have been identified as not on track or have gaps in their learning as a result of lockdown will make accelerated progress towards their objectives.		JF/RR/JdB	Each Lesson study cycle will be closely linked to weekly CPD. Lesson study partners will feedback impact within and at the end of the cycle and any further CPD will be put into place. Progress of pupils will be monitored during x4 progress meetings	£1,000	£3,000
	For all teachers to take part in T4W training sessions delivered by T4W experts and KP (EHPS)	All pupils will benefit from the teacher development. In particular pupils who have been identified as not on track or have gaps in their learning as a result of lockdown will make accelerated progress towards their objectives.		EG/ZV	Progress and impact of staff development on pupil's writing will be monitored using NMM and in school assessment points x3 per year. Trust and in school moderation sessions will also take place within the year.		£2,400
	For all teachers to develop subject specialist skills and knowledge via the use of a team teach strategy with subject leaders in reading, writing and maths	All pupils will benefit from the teacher development. In particular pupils who have been identified as not on track or have gaps in their learning as a result of lockdown will make accelerated progress towards their objectives.		RR/BC/JdB	Progress and impact of staff development on pupil's outcomes in reading, writing and maths will be monitored termly by phase leaders and at assessment points in the year. Books will be monitored regularly and coaching conversations will take place to monitor ongoing progress.	£2,000	
	To improve the reading outcomes by improving the quality and quantity of reading scheme books- many have not been returned after	All pupils will benefit from the increase of books in school. Pupils off track to achieve EXS in reading will benefit. The new books will also support the phonics knowledge of KS1 pupils.		EG/ZV	Progress will be monitored termly by English leads, in particular the progress of those pupils identified as off track in reading due to lockdown. Progress of phonics achievement will also be tracked in Year R,1 and 2 every 6 weeks.	£1,000	£2,000

Pupil assessment and feedback	For teachers to take part in year-long training development programme linked to the use of responsive teaching techniques and strategies (including assessment cycles, feedback and questioning) in the classroom.	All pupils will benefit from the teacher development. In particular pupils who have been identified as not on track or have gaps in their learning as a result of lockdown will make accelerated progress towards their objectives.		JF/RR/Phase Leaders	Progress will be monitored across the curriculum during weekly monitoring sessions, lesson studies, coaching sessions, progress meetings and drop ins. Termly assessments will show progress in attainments which will be discussed in x4 progress meetings.	£2,000	
Intended impact: For the quality of teaching and learning to improve across the school so having an impact on progress and attainment of pupils. For pupils to achieve EXS in line, or above national expectations at EYFS, phonics check, end of KS1 tests, multiplication check and end of KS2 tests.							
Cost - Sub-totals						£6,000	£7,400
Total budgeted cost for Strand 1						£12,400	

STRAND 2: TARGETED PUPIL SUPPORT

Element of Strand <i>(e.g., Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?		Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Interventions	Teachers in all year groups to be released for one afternoon per week to implement directed and specific interventions with identified pupils who are not on track to achieve EXS or GDS at the end of the year	Across school children who are off track, as a result of the lockdown, and have been identified as not on track to achieve their end of year target of EXS or GDS. In particular those pupils who are in receipt of PP will be identified.		JF/RR	Action plans written by teachers and monitored by phase leads within each short term. Progress of pupils within interventions to be monitored closely. Progress will also be monitored during x4 progress meetings with HT.	£13,200	£6,660
	TAs to be trained on the use of Herts for Reading Fluency intervention and sessions delivered within years 2-6 during before or after school sessions. Some sessions will take place within school time.	Across school children who are off track in reading, as a result of the lockdown, and have been identified as not on track to achieve their end of year target of EXS or GDS. In particular those pupils who are in receipt of PP will be identified.		EG/ZV	YARC assessment to be completed pre and post intervention. Pre, within and post monitoring to take place with the teams with BC and ZV	£ 500	£500

<p>Intended impact: For pupils across school to become proficient with the use of Office 365 Class OneNote. For all pupils across school to remain on track academically and for outcomes to be achieved. To support the well-being of pupils taking part in blended or remote learning to remain positive.</p> <p>For the well-being of pupils, within or as a result of remote or blended learning to remain positive, resulting in pupils accessing learning and progress continuing.</p>		
Cost - Sub-totals	£10,000	£6,000
Total budgeted cost for Strand 3	£16,000	

Financial Summary

Cumulative Sub-total for all strands	£29,700	£26,560
Total budgeted cost for all strands	£56,260	