



East Hunsbury Primary School: Summary of Catch-up Strategy 1

School information			
School	East Hunsbury Primary School		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£39,800 – 20% to NPAT Total remaining: £30,040
Total number of pupils	417	% Disadvantaged Pupils	43/417 = 10%

Contextual Information
<p>We are a larger than averaged sized Primary School which also has a 47 placed Special Unit (SU) attached. We are to receive separate funding for our SU in addition to the £35,200 but there will be elements of this strategy from which they will directly benefit. Please refer to the SU specific catch up strategy for further information on how their funds have been spent.</p> <p>Our 'Access to Technology and the Internet' survey revealed that 85% of our families do have access to a device but 33% would not be able to support their children with remote learning. After further investigation, this is mainly due to the parents / carers working from home. This needs to be taken into consideration within our Catch-Up strategy as children may have to learn remotely at home and we do not want any knowledge or skill gaps to widen.</p> <p>Please note that this is our Summary of Catch-up Strategy 1. As we progress through the academic year it is likely to be revisited and refined to reflect the needs of the school and individual cohorts.</p> <p>Our Catch-Up Strategy Summary is supported by our Catch-Up Offer spreadsheet which is costed and complements our Pupil Premium spending too. The spreadsheet is constantly updated with the spending commitment made in line with our priorities set out within this document.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	To improve the quality of learning and teaching across the core subjects by developing and refining our curriculum implementation methodologies.
B.	To accurately diagnostically assess our children and then provide targeted teaching to recover lost learning.
C.	To ensure all of our children can access the curriculum effectively including being provided with the necessary resources to support their development to aid lost learning time whether this is learning within the classroom or remotely.

Summary of Expected Outcomes	
A.	That the quality of teaching across the core subjects will improve; resulting in the curriculum being implemented more effectively and children's learning capacity and knowledge acquisition will increase.
B.	Lost learning will be rapidly and effectively identified and then restored. Interventions and targeted support will be delivered more effectively and will have a greater impact on learning.
C.	That children access a well- resourced, effectively taught curriculum both in-school and remotely when necessary.

Summary of Catch-up Strategy

STRAND 1: SUPPORTING GREAT TEACHING AND WHOLE SCHOOL IMPLEMENTATION STRATEGIES

EEF says 'great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.'

Element of Strand	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)
Support great teaching	<p>To build upon the good practice and quality of the implementation of our phonics programme (Sounds-Write) through:</p> <ul style="list-style-type: none"> Online accredited training for all staff teaching the approach, including Year 3 teachers and one in Year 4 (to target teach children who have developed gaps in phonic code knowledge and skill). Observing live modelled lessons led by a Sounds-Write trainer at a Sounds-Write training school. Improving the quality of phonics and spelling through KS2 through online training. Re-writing phonic progression overviews to ensure that all staff know the target end points and gaps which will need covering. In-school modelled lessons. In-school planning and coaching support. Support and challenge from an external Sounds-Write consultant Explore leadership opportunities for Sounds-Write to further skill a lead practitioner. Purchasing of Sounds-Write decodable books to marry with the progression of teaching. Attendance at the Sounds-Write Symposium. 	<p>Children from Year 1 to Year 4 who have gaps in phonic knowledge and skill manipulation.</p> <p>Children who did not read a lot during lockdown and therefore, their fluency and ability to decode and segment has slowed or been impeded.</p> <p>All children – we found that many of our children have gaps in phonic knowledge due to being absent from school through the lockdown but their cognitive abilities are secure. Therefore, by improving the quality of teaching overall it is hoped that we can prioritise our teaching and move children on at an appropriately, rapid pace to close any necessary gaps.</p>	KP and RS	<p>Regular, timely learning/inquiry walks / drop ins</p> <p>Observations of other schools and evaluating against our own practice</p> <p>Phonics data</p> <p>SW diagnostic comparative data.</p> <p>Comparative national, local and Trust data</p> <p>External feedback (e.g. Associate Head, SW consultant).</p> <p>Phase meetings and feedback from staff.</p> <p>SLT listening to children read</p> <p>Eventually: personal reflection of a lesson and impact on learning (<i>through filming and reflecting with a critical peer using reflection grids</i>).</p>		£4000

	<p><i>To build upon the good practice and quality of the implementation of our writing approaches (Talk for Writing, Kinetic letters) through:</i></p> <ul style="list-style-type: none"> • Targeted programme of teacher development led by external and internal trainers/consultants. This will target the Specialist Unit, EYFS & Year 1, Years 2-4 and Years 5&6. By designing the training and development into phases it will allow us to adapt in the light of the children's learning needs. • Attending online Talk for Writing training focusing on fiction, non-fiction and Greater Depth. • Modelled lessons by KP and trainers. • <i>Visiting Talk for Writing Training Centre to explore good practice and ways in which to use the approach to target teach and recover lost learning.</i> • Taking part in Pie Corbett's Live Lessons for Years 4, 5 and 6. • Attendance on the HfL Greater Depth Online training (led by Marin Gallway) • Introduction of handwriting books across the whole school for writing. • Online Kinetic Letters training and an investment in resources. 	<p>All children, including the SU will benefit.</p> <p>Children who were assessed as Greater Depth prior to lockdown but have since been assessed as EXP - <i>slippage</i>.</p> <p>Year 6 children who need to narrow gaps and increase progress – particularly the lowest 20%.</p>	<p>English Team led by KP.</p>	<p>Through:</p> <p>Regular, timely learning/inquiry walks and drop ins and monitoring e.g.</p> <ul style="list-style-type: none"> • Book monitoring: 14.10.20, 15.10.20 & 23.11.20 • KL monitoring w/c 09.11.20 • Modelled teaching and reflection with staff in writing w/c 09.11.20 • Environment walks • Introduction of Achievement Teams and the minutes created from them focusing on disadvantaged through Covid-19 children and Pupil Premium <p>Writing data – NPAT moderation / comparative judgement / cold to hot tasks</p> <p>Comparative national, local and Trust data</p> <p>External feedback (e.g. Associate Head, Tfw consultants).</p>		<p>£5000</p>
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	<p>Evidence Informed Practice</p> <p>Use Walk Thrus and Rosenshine Principles for successful classroom practice. Quality first teaching to be delivered in every classroom. Film recording to enhance reflective practice improvement. (3-year subscription).</p>	<p>All children in all curriculum areas.</p> <p>Children who need to need to develop their metacognitive strategies in order to increase their learning capacity.</p> <p>Children working in targeted groups as their metacognitive skills will be transferable to other areas of learning.</p>		<p>Regular, timely learning/inquiry walks and drop ins and monitoring.</p> <p>Working with teachers and the reflective discussions regarding impact of learning.</p> <p>Whole school data in both core and foundational subjects.</p> <p>Adaptation of lesson plans in light of practices learnt and required.</p> <p>Lesson evaluations.</p>		<p>£840</p>
	<p>To build upon the good practice and quality of the implementation of our comprehension reading approach (Talk for Reading) through:</p> <ul style="list-style-type: none"> ★ Developing a new progressive reading curriculum that is based on Doug Lemov's Core of the Core and Talk for Reading process. ★ Embed and develop the teaching of close reading (including layered reading) and booktalk across the school. ★ Modelled lessons ★ Planning support ★ Implement a core literature spine. ★ Introduction of the Reading Gladiators programme 	<p>All children</p> <p>Lowest 20% of children.</p> <p>Children with poor comprehension but secure word recognition.</p>	<p>KP</p>	<p>Regular, timely learning/inquiry walks / drop ins</p> <p>Observations of other teachers and evaluating against our own practice</p> <p>Pupil reading survey</p> <p>Reading data</p> <p>Comparative national, local and Trust data</p> <p>External feedback (e.g. Associate Head, TfR consultant).</p> <p>SVR grids.</p> <p>Phase meetings and feedback from staff.</p> <p>SLT listening to children read (initially PP children: 16.11.20)</p> <p>Eventually: personal reflection of a lesson and impact on learning (<i>through filming and reflecting with a critical peer using reflection grids</i>).</p>		<p>£1000</p>

<p>Pupil assessment and feedback</p> <p><i>EEF says 'assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.'</i></p>	<p>Training, staffing and resourcing of the following assessments:</p> <ul style="list-style-type: none"> • Sounds-Write diagnostic tests to accurately ascertain where the children are to start in their phonics teaching and any necessary learning barriers. • Diagnostic writing assessment sheets (linked to cold talk in the TFW sequence). • Breaking Barriers Numicon assessments • Shine assessment • YARC diagnostic assessment 	<p>All children</p>	<p>KP and all teachers</p>	<p>Google form feedback.</p> <p>Teacher assessment records.</p> <p>Adaptation of planning in light of assessments.</p> <p>Data derived from assessments.</p>		
<p>Intended impact:</p> <p>The intended impact is to raise the quality of learning and teaching in the areas which we have identified as having the most impact on improving pupil progress and greatest need due to the knowledge and skill deficit identified through our diagnostic assessments.</p> <p>The intended impact is to raise teacher effectiveness and in turn recover learning lost as a result of Covid-19. Similarly, by raising the level of Quality First Teaching the intent is for this teaching to impact positively on any interventions and precision teaching that takes place within our targeted support.</p> <p>The areas have been carefully selected to improve and refine methodologies and pedagogical practices that are already in place as part of our curriculum implementation and those which are grounded in research-based evidence. Therefore, not adding to staff's workload but allowing for strategic CPD and CPL opportunities to improve practice.</p>						
					<p>Cost - Sub-totals</p>	<p>£10, 840</p>
<p>Total budgeted cost for Strand 1</p>					<p>£16,000</p>	

STRAND 2: TARGETED SUPPORT

EEF says: 'there is extensive evidence supporting the impact of high- quality one to **one and small group tuition** as a catch-up strategy. To be most effective, creating a three- way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.'

EEF say in order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery

Element of Strand (eg, Interventions)	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)
1:1 and small group tuition <i>NB: This is likely to be fluid and adapt over the year in light of children's needs and recovery of learning made.</i>	12+ hours per week of 1:3 small group tutoring funding through NTP for 15 weeks (September 2021)	Lowest 20% and children who have been disadvantaged by Covid-19. Children who are not on track to make EXP due to lost learning in maths and reading.	KP, RA + tutors	<ul style="list-style-type: none"> NTP reporting process Entry and exit data In-school formative assessments 		£2205
	2 hours a week extra for a HLTA to support with early morning pre-teaching. 4 hours a week for 2 HLTAs to run a Year 1 phonics club.	Lowest 20% and children who have been disadvantaged by Covid-19. Children who are not on track to make meet the phonics standard.	KP RS HC JN LK HD	<ul style="list-style-type: none"> Phonics results Monitoring. 		£2394
Intervention Programmes	Reading Gladiators	For GD children and HA children that have been disadvantaged by Covid-19 in Years 2, 4, 5 and 6.	KP	At the start, during and end of the programme using attainment levels. Pupil voice		£1688
	Herts for Learning	Children in Years 2-6. Children who's ability to comprehend is impeded by their prosody and fluency as identified by the SVR.	KP & KR	Entry and exit data from YARC. Summative assessments.		£200
	Numicon – Breaking Barriers and SHINE intervention resources/programme.	Children in Years 1 and 2 who need to secure their number sense.	LY & class teachers	Entry and exit data from beginning of the intervention. Summative assessments.	N/A In school training and development.	

	A minimum of 3 x a week phonics pre-teaching and revisiting of targeted unit.	Children who are not working at the unit / level of the whole class in Sounds-Write.		KP, RS, LY	Phonics data Inclusion within whole class teaching.	N/A	N/A
	A minimum of 3 x a week KS1 small steps overlearning – pick up key concepts to be able to function within the knowledge.	Children in Years 1 and 2 who are finding whole class teaching challenging – this will provide them with an opportunity to revisit and consolidate learning in order to access main teaching with more ease.		LY and JF	Maths summative assessments Evaluation from Intervention Planner Inclusion within whole class teaching.	N/A	N/A
	Oracy development – Story telling and invention – 3 x a week	Children in Years R-2 Children who find composing and creating a challenge. This then impedes their writing attainment as they are unable to hold an idea of thought in their heads. Often these children will also be lowest 20% in reading and will have a lack of back-ground knowledge.		KP and KR	<ul style="list-style-type: none"> Hot tasks Helicopter stories Writing attainment Role play within the continuous provision. 	N/A	N/A
	A minimum of 2 x a week additional kinetic letters training	Children who find that handwriting impedes their transcription and composition.		LA and KP	<ul style="list-style-type: none"> Hot tasks Writing attainment English books 	N/A	N/A
Resourcing of Targeted Support	<ul style="list-style-type: none"> Numicon resources Books for book clubs and groups Handwriting books Story Telling equipment Additional resources / packs 	All children who require precision teaching and targeted support.			Access to the intervention		£200
Intended impact: The intended impact of these interventions will be to target/precision teach children the knowledge and skills which they have missed due to Covid-19. The impact will be that the identified children will make rapid progress and recover lost learning in order to catch up to ARE.							
Cost - Sub-totals							£6687
Total budgeted cost for Strand 2						£7000	

STRAND 3: WIDER STRATEGIES, RESOURCING & TRANSITION

Element of Strand <i>(eg, Access to technology)</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)
<p>Access to technology</p> <p><i>EEF says: 'pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used.'</i></p>	To purchase devices and software to enable children to learn remotely at home and for teachers to prepare the children to learn remotely.	<p>Children who do not have access to technology at home.</p> <p>All children with regards to their remote learning provision and offer.</p>	Remote Learning Team – KP, KR and JF	<p>Audits</p> <p>Pupil / parent surveys</p> <p>Training and feedback from staff</p>		£3200
CGP Books	To support children's remote learning and targeted teaching.	<ul style="list-style-type: none"> Children in Year 6 Those receiving targeted teaching Those without access to technology at home 	SH	In-class use		£500
Subscriptions	<p>To support children's remote learning and the effectiveness of teaching in the classroom.</p> <ul style="list-style-type: none"> <i>Numbots</i> <i>Dyslexia friendly software</i> <i>Smartboard software (to be able to run Sound-write)</i> <i>Maths.co.uk</i> <i>Magazines</i> <i>Reading gladiators (September 2021+)</i> 	<ul style="list-style-type: none"> All children who have been disadvantaged by Covid-19 and have lost learning within an identified area. 	KP and curriculum leads	<p>Engagement in remote learning</p> <p>Pupil/parent surveys</p> <p>Formative assessments in areas which the technology supports.</p> <p>Build in assessments from the technology e.g. numbots.</p>		£2300
Books and pencils / equipment	To support children's remote learning and targeted teaching.	<ul style="list-style-type: none"> Those without access to technology at home To enable the teacher to feedback and record learning. 	KP, LV	Engagement at home		£300

<p>SUPPORTING PARENTS AND CARERS</p> <p><i>EEF says 'parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.'</i></p>	<p>Maintaining a connection between home and school.</p> <p>All pupils to receive daily contact via zoom throughout isolation period/bubble closure/regional or national lockdown from their class teacher. Vulnerable pupils to receive regular calls and monitoring throughout isolation period/bubble closure/regional or national lockdown from the pastoral team. Carry out 'ready to return call' for students and families and when necessary put in place a transition programme.</p> <p>Ensure a rigorous attendance and monitoring procedure is in place.</p> <p>Regular wellbeing checks in place.</p>	<ul style="list-style-type: none"> Vulnerable pupils All children SEN/D 	<p>KP, DB, Well Being Team</p>	<p>Attendance Wellbeing</p>	<p>£0</p>	<p>£0</p>
<p>Transition Support</p> <p><i>EEF says 'all pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.'</i></p>	<p>To introduce and embed Jigsaw across the school and combine it with our current Smile approach. This will be entwined with our PSHCE curriculum to support children's well-being post lockdown and develop mental resilience.</p> <p>Continuation of the 'Well-being Team' to work across the school and expand as necessary.</p>	<p>All children.</p> <ul style="list-style-type: none"> Children whose mental wellbeing was affected due to lockdown. 	<p>KR and LG</p>	<p>Pupil voice School well-being forms DSL meeting minutes Liaison with FSW and BSW and all nurture provision.</p>	<p>£1945</p>	<p>£1945</p>
<p>Intended impact: The intended impact will be that all areas of QfT and Targeted interventions will be properly resourced and supported. The intended impact is also to ensure that all children are adequately prepared and resourced to learn remotely at home if necessary. All children will be supported both emotionally and mentally during the pandemic and will feel ready to learn and access their education. The intention is to remove any barriers to their progress.</p>						
<p>Cost - Sub-totals</p>					<p></p>	<p>£8245</p>
<p>Total budgeted cost for Strand 3</p>					<p>£7000</p>	<p></p>

Financial Summary

<p>Cumulative Sub-total for all strands</p>	<p></p>	<p>25,772</p>
<p>Total budgeted cost for all strands</p>	<p>£30,000</p>	<p></p>