

Summary of Catch-Up Strategy 2020 / 2021



School information			
School	Oughton Primary and Nursery School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £16,800
Total number of pupils	226 (Sept 2020)	% Disadvantaged Pupils	49%

Contextual Information (if any)
<p>Oughton Primary is a school with a very high level of need: disadvantaged (PPG) 49%, FSM 39 % and SEN 20%. The school is situated on the Westmill estate in Hitchin, which has a very high level of deprivation. Many families required support during lockdown with food, mental health and educational support. A range of online and paper based learning was set and staff rang every child at least fortnightly to support with their learning and any support they needed as a family. Our Pastoral Support Manager rang other families weekly and in some cases, daily in order to support with CP, mental health and well-being. Engagement with home learning was varied across the school.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
B.	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

Summary of Expected Outcomes	
A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.
B.	By end of Autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention.
C.	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

Oughton Primary and Nursery School

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	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)
Supporting great teaching	Clear SIP focused on key priorities and shared with staff. Training/CDP for staff as required – Microsoft Teams.	Across all classes	SLT and Maths/English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	Head / AHT	Meetings where support is required with actions and review date set.	Training as part of staff meetings	Microsoft Teams – Govt set up
Transition support	Transition activities – in all classes – 4/9 & 5/9. Transitional support for key individual children with additional needs – bespoke plans where required. Zones of Regulation to be introduced in each classroom with a worry box. Assemblies focus on transition/regulation/change.	All classes Individuals requiring additional support	This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar within school. Staff build trusting and respectful relationships with children quickly to enable successful learning.	Head AHT Pastoral Team	SLT / Pastoral Team on gates to discuss with Parents. Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans.	School budget re time / training – INSET day July 2020	
Catch up curriculum	Catch up curriculum for PHSE Years 1-6, Maths and English – focus on Reading, writing and language. EYFS focus on prime areas and phonics to ensure children are ready for their next stage of learning in Y1. Transition from last Teacher and support in English and Maths to identify gaps in learning for their current year group curriculum.	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety following COVID return	This will have a significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID. Children will be ready for their next stage of learning. Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created.		SLT to construct curriculum and to ensure this is being utilised during the initial return period.	School budget re materials if needed within E19 Curriculum	
Cost - Sub-totals							
Total budgeted cost for Strand 1						Within normal budget	

Oughton Primary and Nursery School

STRAND 2: TARGETED SUPPORT							
Element of Strand	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)
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 delivered by TAs Employment of part time teacher to deliver interventions in Year 5 and 6 Y5 / Y6 - Key identified year groups where learning gap is the biggest.	Children across the identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	Head AHT Phase Lead	Work in class/books to show application Moderation - writing Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map / Pupil Progress Meetings. Y6 mock SATS tests results.	TAs intervention school budget cost	Catch up Premium money 2 day Teacher cost £18,928
After/before school interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours Y6 – autumn term Y5 – spring term	Children in Years 5 and 6 identified as needing support in English and/or Maths. (EYFS prime areas)	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	Head Phase Lead AHT	Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map Y6 mock SATS tests results. Moderation – writing.	Additional resources from school budget	Catch up Premium money above
Support for social, emotional, mental health	Interventions (1:1/small group) Pastoral Support Referrals to outside agencies Resources (where required) Staff training	Pupils from across the school identified as requiring support	Children’s individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	Pastoral Team	Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress. Boxall Profile to be used if needed.	School Budget PPG strategy	
Cost - Sub-totals						Normal budget	£18,928
Total budgeted cost for Strand 2							£18,928

Oughton Primary and Nursery School

STRAND 3: WIDER STRATEGIES							
Element of Strand	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)
Access to technology	Purchase of Lexia (Reading focus) for more children to enable targeted Reading home learning. Purchase of more laptops to enable families to access Microsoft Teams.	Year 1 to 6	Targeted Lexia home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support. Families to be able to access home learning if cohort is self-isolated.	AHT Computing Lead	Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels Monitoring engagement with home learning activities through Microsoft Teams.	Laptops £16,519 – capital money and carry forward	Catch up Premium money Lexia - £1821
Effective tracking and monitoring of interventions	Provision map as part of Pupil Progress Meetings.	All children	Central platform for the submission and tracking of interventions and provision.	AHT	Baselines on recognised tests to be recorded, along with interventions being offered, progress reviews with teachers and any testing updates and impact to be evaluated.	School budget as part of SIP	
Logins for Timetables Rock Stars, Mathletics, SPAG, Microsoft Teams and other educational resources for home use (already used in school)	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	Office staff Computing Lead	Check parental sign up and engagement for Microsoft Teams – all year groups. At Parent Consultations ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, SPAG, Teams - monitoring of work completed.	School budget cost re programs	Govt money re Microsoft Teams
Assessments and Testing - Support for Parents	Information to be sent out about the EYFS ELG's, Y1 Phonics, Year 2 and Year 6 expectations and how they can support their child with their learning at home.	R, 1, 2, 4 and 6	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.	Phase Leaders	Parents to be sent booklets/fact sheets by the end of November. Impact to be evaluated through the test scores that children are achieving and conversations with Parents at Parent Consultation discussions.	School budget re time	
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and tacking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	Head AHT	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.	School budget as part of SIP	
Cost - Sub-totals						£16,591	£1,821
Total budgeted cost for Strand 3						£18,340	

Oughton Primary and Nursery School

Financial Summary

Cumulative Sub-total for all strands	£16,591	£20,749
Total budgeted cost for all strands	£37,340 - £16,800 (Catch up funding) = £20,540 extra funding from capital and carry forward	

Additional Information (if any)

Part of this plan has been already highlighted in our PPG strategy. However, there is a high cost of laptops for children to access home learning and this will be spent in addition to the Catch up funding so children can complete home learning tasks and work from home to practise key skills and improve their outcomes.