

## AMCPS - Catch-Up Strategic Plan 2020-21-22

**MARCH 2021 UPDATE** based on Lockdown 3 interruption to original plan.

Summary Information					
Academic Year	2020- 2021	Total Catch-Up Premium	Original allocation £36,640 Additional PPG formula £145x74=£10,730 Total £47,370	Total Number of Pupils	463
	2021-2022				

School context (all numbers exclude new FS2 children)						
Total number of pupils eligible for pupil premium funding (Y1-Y6)	Number of looked after children (LAC) Number of post LAC	Post LAC	Special Guardianship Orders	Number of children with EHCP	Number of children on SEND register (inc. EHCP) (FS1-Y6)	Number of Early Help Records
74 Oct Census 85 Jan Census Today - 90	2	0	0	9	70	10

At the Blue Kite Academy Trust, we understand the challenge presented to children and their families because of COVID-19 lockdown. Whilst many children were able to attend school for some time during this period, we recognise that many children have missed over four months of schooling. The impact of this is significant.

We appreciate the barriers and challenges that have faced parents during this period of home schooling and recognise that all children have experienced different levels of support, engagement and access to technology. However, we are clear that these challenges can be overcome. For disadvantaged children, the evidence base strongly suggests that the most effective way to improve outcomes is through excellent classroom teaching. We believe that this is also the case for all children returning to school. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning.

During the 2020-21 academic year, **Abbey Meads Community Primary School** anticipates receiving in the region of **£37,000** in catch-up funding. This is based **464** pupils on roll receiving £80 each.

Our strategic catch-up plan is based on these figures and is in addition to additional funding received as part of the Pupil Premium Grant. In deciding on how to most effectively use this funding to provide effective catch-up, we have considered evidence and guidance from:

- Education Endowment Foundation COVID-19 Support Guide for Schools
- Education Endowment Foundation Guide to Supporting School Planning: A Tiered Approach to 2020-21,
- DfE Coronavirus (COVID-19) catch-up premium guidance.

In addition to this, EEF research, evidence has been used to identify best practice models with high impact outcomes for children.

Our strategic catch-up plan is informed by our strong starting point of curriculum review; identification of recovery, review and reconnect priorities; our knowledge of our school community and key pupil groups; and a robust model of assessment to inform teachers' planning and curriculum offer. We have adapted to new routines, are confident in our capacity to make these changes, have ensured rigorous staff training and have proactively considered how we will respond to new challenges that may arise during the academic year ahead such as falls in attendance, the need for remote learning or staffing demands. Meta-cognition strategies, teaching and learning underpins practice. This information should be read alongside this plan.

### **Tier 1**

#### Quality First Teaching

- Rigorous and evidence informed assessment
- Curriculum - challenge & enjoyment, breadth, progression, depth, coherence, relevance and personalisation
- A fundamental belief that every child can achieve
- Parental support and engagement
- Support for children's social, emotional and mental health and wellbeing
  - Support to manage behaviour (behaviour for citizenship and for learning)



### **Tier 2**

#### Targeted Academic Support

- Short-term, assessment led wave 2 provision (SENDSCO monitored and evaluated)
- Pupil mentoring for specific groups/children
  - Pastoral support
- Focus on key pupil groups informed by formative and summative assessment
  - Small group tuition
    - 1:1/ 1:2 tuition
- Effective deployment of teaching assistants
  - Key skills interventions
- Parent support e.g. Early Help records and plans and progress plans



### **Tier 3**

- Wider support for parents e.g. learning resources, virtual parent workshops
- Parent support e.g. parent support adviser, Lighthouse support, specialist TA.
- Breakfast Club and After School Club support
  - Financial support to ensure full curriculum engagement - including access to Laptop etc.

Academic Year: 2020/21 - Planned expenditure <i>(Some PPG or high needs funding may also be used to support initiatives)</i>						
Area of Spend	Total Budgeted Cost	Contribution from Catch-up Funding	Description of Intervention <i>* Sutton Trust reference</i>	Intended Outcomes	How impact is to be measured	Impact of the catch-up funding spend
<b>Assessment</b>						
Non-contact time for teachers	£3,500	£3,500	Priority to analyse pupil performance in class, supported by base line assessments in all age groups. Emphasis on identifying lost learning alongside new areas of learning.	Curriculum is adapted to meet needs of individuals and additional support from intervention team identified – with targets for catch-up set.	SLT Progress Meetings will confirm pupils and targeted approach. Learning Walks and Work Scrutiny will back up progress meetings. DHT will review impact of interventions.	This was invaluable in the return to school from the first lockdown, with teachers able to set in motion plans for 'recovery'. We have much better information from enhanced remote learning and larger numbers in school as 'key workers' during lockdown 3 – coupled with a skilled support staff and intervention activities identified later - to allow this to be zero cost this time around.
Materials to extend assessment beyond normal programme.	£2,400	£1,000	Additional PIRA and PUMA assessments Years 2 to 5. WellComm for EYFS assessment and follow up programme.  <i>*1:1 tuition +5Mths</i> <i>*small group +4Mths</i>	Data to assist, but not dominate, teacher assessment to achieve the intended outcome above. Gaps in learning both for individuals and cohort identified through question level analysis.	SMT will analyse data and cross reference with teacher assessments and progress meetings to identify outliers and anomalies. SLT will track progress to identify pupils with accelerated learning back to –on track.	This was successful as we were able to utilise the outcomes of these assessments to identify anomalies between teacher assessment and actual performance – as well question level analysis to identify personal and common gaps in learning.

Social Emotional and Mental Health						
Specialist TA focussing on Pupil Well Being / Pastoral	£19,384	£4,500	25% of service focussing on children specifically affected emotionally by Covid-19 situation displaying heightened anxiety. Specialist trained in bereavement, family breakdown. Anger management and art therapy. Trained as a counsellor – these skills are utilised within this service.  <b>*Social &amp; Emotional Learning = +4mths</b>	Vulnerable children receive support to overcome their specific difficulties to enable greater academic success. TA liaises with parents and where appropriate PSA to support wider family.	Attendance data Teacher interview on engagement Book scrutiny to observe progress  Pupil Voice activities	This had an invaluable impact on pupils' ability to return to school. The access to this service meant at least 7 children came back earlier than expected and attendance improved for some very challenging cases. <b>Now school funded.</b>
Specialist Teacher for one academic Year (21-22) split between SEMH and Academic (40,800 total) (see below)	£20,400	£10,185	Teacher will act both as mental wellbeing mentor – using outdoor learning and sport to enhance pupil readiness for learning. Partially, will run activities himself and partially release other specialists such as Forest School Team to provide activities focussed on Self Esteem. This also reduces class sizes at the same time – having an academic impact through implementation of small grouping during these sessions.  <b>*Social &amp; Emotional Learning = +4mths</b> <b>*small group +4Mths</b>	Children will feel good about school, have a desire to attend and benefit from self-esteem based activities. Academic work can be properly supported in smaller groups – avoiding anxiety in learning of key skills and curriculum targets avoiding negative experiences in school.	Attendance data  Pupil voice on engagement and enjoyment  Observations of lessons. Work scrutiny	Sept 2021 start
Academic Progress						
WellComm project as mentioned above	Costs above	Costs above	WellComm for EYFS assessment and follow up programme. <b>*1:1 tuition +5Mths</b> <b>*small group +4Mths</b>	Gaps in learning both for individuals and cohort identified through question level analysis.	SLT will track progress to identify pupils with accelerated learning back to –on track to ARE.	Review scheduled term 6 2021
EYFS focus on Phonics	n/a	n/a	Incorporated into school allocation of intervention team, focus on ensuring children continue to make the best start in school following extended periods at home rather than in pre-school/nursery settings. Focus on pre-requisites for learning and fast track through phonics once in a place to access and develop this. <b>*small group +4Mths</b>	Number of pupils at expected level by end of FS2 reflects at least our 'normal' expectations and shows accelerated progress from Baseline assessments.	Pre and post FS2 with Baseline and End of Key Stage Assessments. Additional assessments on phonics to feed into Yr1 tracking.	Review scheduled term 6 2021

Specialist Teacher for one academic Year (21-22) split between SEMH and Academic (40,800 total) (see above)	£20,400	£10,185	Teacher to provide specific targeted support for children across the school based on need and priority. Teacher will either teach specific groups or cover the rest of the class so the actual class teacher can continue to control the learning taking place. So excellent quality first teaching exists in classroom whilst excellent teaching of catch-up groups continues with current class teacher. <b>*1:1 tuition =+5mths</b> <b>*small group tuition +4mths</b>	Children will have individual and Group targets identified in Pupil Progress Assessment / Meetings – which are met through personalise programme (organised into groups where possible through analysis of need)	Teacher assessments and PIRA/PUMA scores will improve at an accelerated rate throughout 2021-2022.  Where linked – end of Key Stage Data will show improvement on end of 2021 projections.	Sept 2021 start
Year 1 & Year 2 Phonic interventions	£13,404	£0	Already factored in teacher intervention (as part of wider programme within KS1) to follow after quality first teaching.  Additional interventions set for April 2021. <b>*1:1 tuition =+5mths</b> <b>*small group tuition +4mths</b>	Term 2 phonic check results achieve 85%+  End of Year 1 phonic check achieve 85%+	Termly phonic checks Formal screening check results (Dec – complete June – cancelled but will do our own) Writing assessment tracked in Progress Meetings	The additional intervention on phonics saw an increased outcome of 95% pass in the Yr2 Phonic Check (replacing that which was cancelled in Year 1) our highest to date. Year 1 were making equally excellent progress by Lockdown 3 and will be picked up again on return.
Years 3&4 Reading Comprehension development using Accelerated Reader programme.	£10,000	£5,000	Additional material to double the existing programme. A combination of reading material and reading comprehension activities aimed at increasing performance in reading comprehension. The scheme will be run by teachers and children will have additional tasks set for working at home as well as school. Includes access to additional online reading material and comprehension tasks	Improved reading comprehension scores and associated reading ages. Impact begins to be reflected in Teacher Assessment of writing standards summer 2021. Target 85% ARE  <b>*Improving Reading Comprehension +6Mths</b>	Tracking AR scores and engagement Tracking 3x Teacher Assessments Analysis of Summer PIRA scores in line with engagement with the AR programme.	Impact on reading comprehension age to be assessed at next point of assessment on AR (End of Term 5).

T1, T2

AR was introduced to Y3 and Y4. Children have a wide choice of quality literature, including chapter books and graphic novels.

Average % of comprehension questions correct Y4 = 76% Average % of comprehension questions correct Y3 = 73% Quizzes taken Y4 = 1076 Y3 = 675

T3 into T4 – lockdown average % of comprehension questions correct Y4 = 79% average % of comprehension questions correct Y3 = 82% Quizzes taken Y4 = 342 Y3 = 313

Yr5/6 Intervention programme 2021 Very small groups, individual feedback and catch-up tuition.	£30,000	£13,000	Yr5 are the one year group we did not need to miss school and since returning have also experienced 14 days isolation – And now Lockdown 3. Year 6 need to have a final boost in readiness for the next stage of education. Additional teacher cover for terms 5&6 to boost both Year Groups. <b>*quality feedback +8mths</b> <b>*Small Group Tuition + 4mths</b> <b>*individualised tuition +2mths</b>	This is a long haul target which we will make sustainable for 2 years with short and medium term targets being aimed at catching up those falling the furthest behind to Yr5 ARE and long term target of <u>high value added</u> results in 2022 SATS.	Ongoing progress reviews. Individual reports and work scrutiny. Senior Leadership involvement. SMT data analysis of progress from KS1 to 2022 SATS	Children benefitted from twice weekly booster classes (terms 1&2) with improved teacher assessments at our data collection point. Lockdown 3 has truncated this and it will relaunch in term 5 following reintegration and well-being activities term 4.  Term 6 report=
Yr6 Intervention Small group and core subject catch up sets rolled into 2021-22	£55,980	<i>Will be covered by current staff in 2021-22</i>	Year 6 children provided with smaller class sizes differentiated to allow accelerated catch up over short period of time.  <b>*Small Group Tuition + 4mths</b>	Pupils make accelerated progress against baselines with addition teacher and TA support focussed on specific needs. Targeted towards achieving ARE and expected progress+ from KS1 <b>*individualised tuition +2</b>	Tracking through Progress Meetings, Data analysis and work scrutiny.  End of Year results in KS2 SATS (current Year 5) will demonstrate high value added scores.	Sept 2021 start
Proportion of Specialist TA Catch-up work with 1:1 and small groups Maths and English – across Lower Key Stage 2	£19,384	<i>Costs already within the school incl. some school and some PPG funding</i>	FP on small groups and 1:1 early intervention support focussing on key skills in maths and English. School proportion of funding will be refocussed into catch-up.  <b>*1:1 tuition +5Mths</b>	Gaps in learning both for individuals and small groups will show narrowing of the gap. Progress measures will track improvement towards expected	DHT / SENDCO will track intervention outcomes.	Impact on children's motivation and attitude to learning could be seen pre lockdown. Y3 showed progress with more attaining higher level in Dec assessments and the lower group retaining the key skills taught.
<b>Additional Needs</b>						
Education Psychology	£5,500	£0	2 additional days added (within school budgeting from 2019-2020) but allocated to this programme outside catch-up funding.	Pupils with specific additional barriers to learning receive appropriate interventions and alternative	SENDCO monitors EP work Case Studies developed by SENDCO.	EP was used to advise Y3 who had a large group of children struggling on return after Lockdown 1. Mid Year planning meeting has been held

				programmes as appropriate.		and children identified to be seen this academic year. As we are expecting a challenging cohort with very specific needs into Reception for 2021-22, EP time will also be utilised to prepare for that transition
Cross Phase Catch-up programmes	£10,000	£0 paid for through Capital funds	Additional ICT hardware will be purchased, to operate in bubbles, to allow classes to implement catch-up programmes previously accessed via multi age groupings. This will also facilitate more effective remote learning for children isolating who do not qualify for ICT support. It also makes long term lockdown more successful, as teachers implement Tier 4 programmes using more effective updated equipment to teach children remotely and avoid further need for catch-up.  <i>*digital technology +4mths</i>	Children will re-access intervention programmes currently going unused due to lack of ICTs available and need to isolate in bubbles. Teachers will continue to enable catch-up for children isolating on an individual basis and provide daily lessons for children across the whole school in case of Tier 4 (lockdown)	SMT – will train all staff in online capabilities.  SENDCo will track performance of pupils following intervention programmes.  Trust leadership will monitor quality of lesson provision and remote learning across all schools during Tier 4 lockdown.	We were able to allocate laptops to all who needed them throughout the lockdown. All teachers had enhanced ability to teach remotely and the quality and amount of remote education was praised widely by our parent group. This stays in place for any future need
<b>Parent Support</b>						
Lighthouse PSA support In-House Pastoral Support	£5,000  (see above)	Covered in normal costs of school – priority given to those most in need.	Additional support given to parents where children display needs with SEMH.  <i>*Behaviour Interventions +4mths</i>	Pupils with behavioural barriers to learning are supported towards improved engagement and achievement.	Progress measures tracked by SENDCo / Inclusion Manager. PSA Reports.	We have had an increase in requests for help from parents during this Lockdown and now have a waiting list for this service.
<b>Total funds allocated to catch-up provision</b>	<b>£47,370</b> – both announced amounts and estimate based on published formula (£145x PPG Oct 2020 census)  (in addition to expenditure already identified in school budgeting)					