

Coleham Primary School



Universal Catch-Up Strategy 2020/21

Strategy date: September 2020

Review date: July 2021

Summary Information	
Name of Universal Catch-Up Coordinator	Maria Stennett
Number pupils at Coleham Primary School	421
Total amount of Universal Catch-Up funding	£33,600

2. Current Attainment		
	Spring 2020 (pre-lockdown)	September 2020
% achieving EXS+ (GDS) Reading (whole school)	81 (37)	71 (17)
% achieving EXS+ (GDS) Writing (whole school)	76 (28)	62 (15)
% achieving EXS+ (GDS) Maths (whole school)	84 (30)	68 (12)
% combined Re/Wr/Ma EXS+ (GDS)	73 (22)	51 (6)
<i>See: attached data sheet for detailed breakdown of groups</i>		

3. Barriers to future attainment	
In-school barriers (issues to be addressed in school)	
A	Gaps in knowledge relating to lost curriculum time, in particular relating to PP and SEND children.
B	Concerns relating to safeguarding issues and social, emotional, mental health of some of our children following the lockdown period.
C	Concerns relating to behaviour of some of our children following the lockdown period.
E	Concerns relating to pupils accessing online learning at home during periods of self-isolation.
F	Concerns regarding ensuring parental engagement is maintained during this period
External barriers (issues which also require action outside school)	

D	Concerns regarding low attendances after prolonged period of absence and high levels of coronavirus-related absence.
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4. Desired outcomes and how they will be measured	
A	<p>Desired outcome 1: Gap between prior and current attainment to diminish, getting as close as is possible to pre-lockdown figures for all year groups. Identified groups (boys writing; KS1 (year 3), phonics, reading and writing).</p> <p>How it will be measured 1: Data from Autumn 2/Spring and Summer data will be used to measure the impact with the aim being that by Summer, the gap will be negligible.</p> <p>Desired outcome 2: Analyse data to see if there is a pattern with the children showing a wider gap across school. Analyse via Key Stage / gender / FMS / PP / SEND /LAC etc.</p> <p>How it will be measured 2: Analyse data at each data catch to spot patterns and put interventions in place, with the aim that any patterns that form are tackled and the gaps lessen.</p>
B	<p>Desired outcome 1: Safeguarding issues will be dealt with quickly and effectively in line with our Child Protection Policy.</p> <p>How it will be measured 1: Weekly supervisions carried out with PCT Leader and HT and half termly safeguarding spot checks carried out by HT.</p> <p>Desired outcome 2: Any children with identified concerns relating to their social, emotional, mental health will be provided with support from our Pastoral Care Team and, if necessary, from external agencies to help them to overcome these concerns.</p> <p>How it will be measured 2: Data from Autumn 2/Spring and Summer will be used to measure the impact of Pastoral support/interventions. Post-lockdown survey to be carried out in September and again in December to measure impact of our work. PASS survey carried out in October to measure pupil attitudes to learning and again later in the year following necessary interventions. Impact of interventions led by PCT (e.g. No worries) to be measured via intervention tracker.</p>
C	<p>Desired outcome: Reduction in behaviour incidents for children identified as struggling post-lockdown.</p> <p>How it will be measured: CPOMS to be used to measure the number of behaviour incidents.</p>
D	<p>Desired outcome: All children will access home learning and continue to make some progress during periods of self-isolation.</p>

	How it will be measured: Data from Autumn 1 compared to Autumn 2/Spring and Summer. Parent survey following periods of self-isolation. Analysis on Seesaw by class teacher of work completed by pupils self-isolating; this will be overseen by DHT.
E	Desired outcome: High levels of parental engagement will continue, as before lockdown, in order to support pupils to make good progress across the curriculum. How it will be measured: % of parents attending parents evening, % of children reading to an adult 5 x a week, attendance rates to remain high across school (above 95%).
F	Desired outcome: Any dips in attendance to be tackled to ensure that whole-school attendance is at least 95% or more. How it will be measured: Attendance from SIMS will be used to measure this target. Target for SEND group is 95%+ attendance.

Action	Desired outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review this?	Cost
To create a TLR post to oversee the use of Covid Catch-up funding and analyse the impact.	Pupils who need support to catch up will be supported effectively and will close gaps in attainment and progress.	Further capacity is needed in order to effectively deliver the plan.	Catch-up funding co-ordinator to report back to HT/SLT/governors re impact of spending.	Maria Stennett	July 2020	£2,300
To ensure all teachers are well supported to adjust to the many changes this term and provided with the necessary training and CPD to allow them to deliver great teaching to all pupils.	The vast majority of children will be back on track by the end of the year, catching up on lost learning time and making accelerated progress, where needed, in order to meet their targets.	Great teaching translates to improved outcomes for our pupils.	HT/DHT and phase leader to provide high quality support and CPD to our team and to monitor teaching and learning providing high quality feedback to teachers.	SLT	December 2020	£745 Sumo CPD £700 Wellbeing £750 E-safety
All children to be assessed on entry back	The baseline data will allow teachers to plan	Assessments help teachers to determine	Phase Leaders and DHT to ensure that	SLT	December 2020	

to school in Reading, Writing, Maths and Grammar in order to identify gaps in learning and plan teaching accordingly.	intervention groups and future teaching in order to address gaps in learning. These gaps will close as the year goes on with the aim of children being back on track by the July 2021.	how to most effectively support their pupils.	assessments are implemented well, analysed by class teachers and interventions are up and running to close gaps in learning.			
National Tutoring Programme To provide 1:1 or small group tutoring (via National Tutoring Programme) to all PP/PP+/SEND children who have been negatively affected by lockdown.	Identified pupils will make accelerated progress and close the gap between themselves and their peers.	There is extensive evidence (from EEF) supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	Catch-up funding co-ordinator to monitor tutoring and analyse data termly to measure impact.	Maria Stennett	April 2020	Max £12,000
To provide targeted interventions to children in school who are working below the standard expected of their age	Identified pupils will make accelerated progress and close the gap between themselves and their peers.	There is extensive evidence (from EEF) supporting the impact of structured interventions, which may be delivered one to one or in small groups as a catch-up strategy.	Catch-up funding co-ordinator to monitor interventions alongside members of SLT and analyse data termly to measure impact.	SLT members	April 2021	Est approx. TA Intervention time £6,630
To purchase the following targeted interventions (plus training for staff):	Identified pupils will make accelerated progress and close the gap between	There is extensive evidence (from EEF) supporting the impact of structured interventions, which	Catch-up funding co-ordinator to monitor interventions alongside members of SLT and	SLT members	April 2021	Talk boost £2,000 IDL £500

IDL Maths Catch Up Literacy Talk Boost Early Talk Boost	themselves and their peers.	may be delivered one to one or in small groups as a catch-up strategy.	analyse data termly to measure impact.			Catch Up lit/num £1000
Develop the use of our existing tracking system, Insight, in order to record all interventions and their outcomes.	All children who need support will be identified and the impact of interventions measured.	A robust tracking system is essential in order to identify children who are not on track and provide immediate support.	DHT will ensure that all interventions are recorded via Insight. Impact to be reported back to phase leaders for discussion at progress meetings.	DHT	April 2021	
Develop our induction plans for our new EYFS children to ensure that we adhere to government guidance whilst still providing the support/guidance to parents and children (e.g. via use of Tapestry, induction/welcome videos posted on Tapestry, Boromi parental engagement project etc).	All of our new children will settle quickly into school life, with any particular individuals receiving extra support where needed. This will be measured via a parent survey, which will be sent to all new parents at the end of the Autumn term.	From previous experience, we know that ensuring our induction process is excellent helps the children to settle quickly, be happy and make excellent progress.	EYFS Leader to oversee these procedures and feedback to SLT.	EYFS Leader	December 2020	
PASS survey to identify pupil attitudes to self and learning/school.	Pupils identified as having poor attitudes to self and school will receive the necessary support (from PCT) to improve attitudes,	In previous years, this survey tool has allowed us to identify which children have negative attitudes about themselves/school so	DHT to monitor quality and impact of pastoral led interventions and 1:1 support and report back to SLT.	DHT	Summer 2021	£500

	which will positively impact on learning.	that we can intervene and support them.				
To provide mentoring and 1:1 support to individuals identified by class teachers and the PASS survey as having low self-esteem/confidence.	Identified pupils will receive the support needed to increase confidence and self-esteem, which will positively impact their learning in the classroom.	There is evidence (from EEF) supporting the impact of interventions relating to other aspects of learning, such as behaviour pupils' social and emotional needs.	DHT to monitor quality and impact of pastoral led targeted interventions and report back to SLT.	DHT	April 2021	
To provide targeted interventions to any children who need support with their well-being from our Pastoral Care Team.	Identified pupils will receive the support needed to increase confidence and self-esteem, which will positively impact their learning in the classroom.	There is evidence (from EEF) supporting the impact of interventions relating to other aspects of learning, such as behaviour pupils' social and emotional needs.	DHT to monitor quality and impact of pastoral led targeted interventions and report back to SLT.	DHT	April 2021	Approx est Learning Mentor time £6,630
Introduce survey platform, <i>Bounce Together</i> , to measure and monitor the physical and Mental well-being and attitudes of pupils.	Pupils identified as having poor physical and mental well-being will receive the necessary support (from PCT) to improve their well-being, which will positively impact on learning.	A more robust tool is needed to identify which pupils need further support and also to easily analyse the data collected in order to provide the right support to the right individuals/groups and analyse the impact of our interventions.	DHT to support PCT leader to analyse the pupil data produced and feedback to SLT regarding the support needed for individuals and groups.	DHT/PCT Leader	April 2021	New survey package £800
Purchase additional IPADS to use within school.	Replace 70 IPADS to be used for pupils within classrooms and also to	Lack of access to technology could be a barrier to learning for	DHT to oversee the lending of technology to pupils and class teachers	DHT/class teachers	Ongoing	Total £21,224

	<p>carry out some targeted interventions (e.g. IDL). If necessary, IPADS to be lent to children self-isolating if they do not have access to technology at home.</p> <p>Replace Teacher Ipads which is essential for Seesaw and home learning</p>	<p>some children. By providing support in this area, all of our children will be able to access home learning should they need to self-isolate.</p>	<p>to oversee the use of technology to access home learning and to access targeted interventions in classrooms.</p>			<p>(20-21 Budget £10k 19-20 DFC £8,714 and £2,510 PTA funds Total 21,224</p> <p>Approx £8,000</p>
<p>Review the existing Home Learning Policy following feedback gained from pupils/staff/parents.</p>	<p>All children will access home learning during periods of self-isolation and continue to make satisfactory progress in their learning during this period. We will aim to be responsive to feedback provided and develop our home learning in response to ongoing feedback.</p>	<p>We know that more children and families will engage with home learning if we ensure that the provision is continually reviewed and improved to fit the needs and circumstances of our pupils and families.</p>	<p>DHT to develop the Home Learning Policy and seek feedback from staff/pupils/parents, making reviews and changes where necessary. Class teachers to monitor home learning and progress made by pupils, logging concerns on CPOMS immediately.</p>	<p>DHT/class teachers</p>	<p>Ongoing</p>	
<p>To provide parents/carers with relevant curriculum information via Seesaw and resources and skills to support their children with home learning (e.g.</p>	<p>Parents to have knowledge and skills to support their child(ren) with home learning and with additional learning that is being carried out</p>	<p>Parents have a key role to play in supporting their children to learn at home and so it is essential that we continue to work with them during this period.</p>	<p>Phase leaders to oversee the support that is provided via Seesaw to parents.</p>	<p>Phase Leaders</p>	<p>April 2021</p>	<p>Seesaw £1200</p>

via tutorials on Seesaw, zoom parent meetings and videos to be uploaded to website/Seesaw).	at school (e.g. reading, times tables, phonics).					
To provide parents with regular and supportive communications to ensure that attendance remains high. Support to be provided to individual families where attendance is a concern.	Attendance across school will remain high (above 95%) and any children's attendance identified as a concern will increase.	Good attendance will mean that our children have the best chance of making maximum progress in their learning this year.	DHT to oversee attendance across school, analysing our data and liaising with the school's EWO and with parents/carers.	HT/DHT	Ongoing	

Total costs	£63,729
Total costs in addition to the prepared budget for 20-21	£28,550

Notes

Costs in bold are additional to the prepared 20-21 budget.

TA Intervention time and pastoral Learning Mentor time is an estimate of 10 hours per week and already budgeted for within the 20-21 budget.