

Park Street C of Primary School: Summary of Catch-Up Strategy

School information			
School	Park Street C of E Primary School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Funding : £7405
Total number of pupils	161	% Disadvantaged Pupils	20%

Contextual Information (if any)
<p>Park Street C of E Primary School is a school is a 1 form entry school: disadvantaged 20 %, FSM 14 % and SEN 23 %. The school is situated in a large village on the outskirts of the city of St Albans, with intake across social and home ownership. Socio economic backgrounds vary. Migration has been higher in recent years and overall numbers have declined.</p> <p>During autumn 20, teaching of English and Maths was supported by Hfl Back on Track materials and a focus on mental well- being. Covid shutdown spring 21, online and paper accessible learning was set using via the school website using Purple Mash, National Academy for core subjects with a variety of foundation subjects. Microsoft TEAMS live lessons introduced in the latter stages of the shutdown period. Teachers rang every child at least 2 weekly to support with their learning and signpost or support any other family needs and some targeted families received additional phone calls from the SENCO and disadvantaged lead. 50% of disadvantaged pupils and 46% of SEND pupils in school. Teacher assessment of pupil engagement /learning behaviour 70% on return to school</p>

Barriers to future attainment (academic)
2020 December teacher assessment of attainment indicates that in writing, the majority of pupils were below expected except in year 3 and 5 and this was the same in maths for year 1,2,6 and in reading for year 1
2019 Attainment schools above NA at expected and GD in reading and maths but well below at greater depth in writing
Only 70% of pupils have been RAG rated as showing 'good' learning behaviour on return to school September 2020.

Barriers to future attainment (external)
Formative assessment indicates that for some children engagement in home learning was challenging in terms of concentration, and missing adult interaction
@ 1/3 rd of disadvantaged pupils demonstrate barriers to strong learning focus
50 % of disadvantaged pupils (September 20) have had external agencies involved with their family

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children have time to 'reactivate' their learning with teachers using formative assessment of initial outcomes, learning behaviours and mental well- being to establish secondary baseline May 21
B.	Approaches to teaching and learning on re- opening of school March 21. This considers curriculum design, the provision of first quality teaching using bespoke 'Back on Track ' materials for Maths and English, the dynamics of class groupings, to support learning and also consider safe working practice and the well- being of pupils and staff returning to routine and new regimes.
C.	Appropriately, adapted curriculum that supports a well- paced catch up that is sustained and meets the needs of pupils at different starting points and with varying barriers to learning.

Summary of Expected Outcomes	
A.	Children will enjoy being back at school working within Covid RA parameters, and will indicate they feels safe and supported to get used to returning to school routines .
B.	By end of summer 1, teachers will have used formative and some summative assessment to make plans to inform initial intervention. By end Summer 2 a summative assessment and pupil progress discussion for all groups of pupils will provide a secure baseline to direct further intervention in autumn term. Pupils will be able to articulate what they have remembered from prior learning and how new learning is building on previously learned skills and knowledge.
C.	Pupils will be guided to an understanding of their learning behaviour and how these support learning and will have been introduced to strategies to support resilience to overcome barriers to learning. Children will be able to articulate how their learning behaviour impacts on their outcomes and show this in reference to improved outcomes.
D.	Over the year Jan 20 – July 20, children in Year 6 to have the support to ensure they are ready to approach transition with confidence. The school expects, over the course of the year, to be able to guide year 6 the majority children towards outcomes broadly in line with previous national average (2019) and in EYFS and Years 1-6 at least the large majority achieve expected standard or above in reading and at least the majority in writing and maths (targets based on December pupil attainment assessment)

Summary of Catch-up Strategy

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 effective teaching	Review long term curriculum plan and weekly planning structure	All pupils	Teachers aware of curriculum 'gaps' as a result of shutdown. The curriculum remains broad and balanced. Planning is adapted to meet needs of specific groups	HT/SLS Class teachers	Assistant Head (AH) weekly review and feedback	AH non-contact 2 hours weekly	
	Revisit INTENT and skills sequences for foundation subjects	All pupils	Subject INTENT and progression of skills are published in a consistent format for all subjects providing a framework that enables track back where necessary. SL are able to provide support to class teachers.		HT Assistant Head/SLs Hfl Herts Improvement Partnership (HIP) Summer 21 - ongoing	HIP 1.5 day HT/AH SL no non contact Staff meeting	Non-contact x 4 SLs £400
	Whole school writing focus (March 21 – Journey project) Hfl writing moderation sessions Monitoring planning for writing. Monitoring of pupil writing outcomes- moderation of writing across school. Year 6 Hfl writing moderation	All pupils	Class teachers (CTs) will be supported by (AH/HT) to plan engaging writing lessons that facilitate 'track back' linked to age related skills/concepts. Planning will meet the needs of class. Outcomes show pupils applying learning. Feedback will evidence high Expectation and consistent approach.	AH Deputy Head Hfl TLA	'Journey 'writing moderation March 21 return to school Weekly planning monitoring work sampling Summer 1 21 Hfl moderation June 21 Team teaching summer 21 Pupil progress meetings/SEN May 28.6.21 then review termly	Staff meeting time AH deployment	£200 books £200 non-contact Leadership
	Provide INSET for teachers/ support staff for guided reading and individual reading. Monitor planning for reading. Moderation of assessment of reading. Introduce reading principles, reading challenge and pupil ambassadors for reading,	All pupils Low attaining pupils (lowest 20% in year group)	Reading maintains a high profile across the school. Class teachers are supported to plan and teach reading linked to age related skills and track back to secure gaps. Support staff are skilled to support the progress of pupils who are not yet secure.	Hfl TLA EYFS lead ESL	TLA staff meeting 5.5.21 Learning walk with focus on guided reading 24.6.21 Monitoring of 1:1 reading provision. 7.7.21 Reading moderation 14.7.21 Pupil view/Engagement reading promotion – July 21	Staff meeting	£2500 TLA package £ 300 English budget

	Provide phonics training for teachers and support staff	Key stage 1 pupils Low 20% readers across school	All teachers are aware of progression in phonics and support staff are skilled to deliver support programmes. Secure phonic skills support accurate spelling. Phonics link to reading books to provide rehearsal of phonics skills.	EYFS lead SENCO	EYFS support staff training June 21 SENCO observation of phonics intervention summer term Almost all pupils are successful in phonics screening.	Non-contact leadership	SENCO Noncontact £500 EYFS non-contact	
Supporting effective teaching	Reactivate/revisit maths learning (HFL fluency materials)s 3 x weekly 10 mins maths fluency lessons Use of Hfl diagnostics to support assessment	All pupils	There are many opportunities for children to revisit prior maths learning to reactivate skills and apply skills. Children have many opportunities to articulate their understanding of learning.	Hfl maths TLA MSL HT	Hfl TLA/MSL learning walk to observe fluency lessons 5.5.21 Hfl TLA teach teaching TLA staff meeting 16.6.21 Pupil progress mtgns May 21/July 21	Staff mtng SLT/class teacher non- contact	£650 maths consultancy £200 SL noncontact 6 x half day teacher £600	
	Hfl Back on Track' Summer Succes's maths materials/INSET	All pupils	INSET supports teacher planning to identify and close gaps in maths	Hfl INSET	Planning monitoring (AH) Maths INSET May/June 21	Team teaching	£250 resources	
	Introduce RUCSAC approach to problem solving	All pupils HPA pupils	Children use RUCSAC approach to problem solving	All teachers	Autumn 1MSL/Maths TLA	Staff meeting	As TLA package	
Cost - Sub-totals								5800
Total budgeted cost for Strand 1							5800	

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 trained staff. Training for support staff delivered by SENCO/AH/AAH weekly mtng SENCO/support staff/rolling programme of monitoring	Children across the school identified as needing support in English and/or Maths.	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly. Support staff are trained to deliver high quality support. Attachment training	Class teachers SENCO	Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map Observation of support staff delivery Pupil view	SENCO x 3 days weekly AH/AAH leadership Support staff salary Summer 1	TA non-contact and leadership time for school based training

Designated Disadvantaged teacher lead (Link to Pupil premium plan)	Deployment to support children across the school through team teaching, small group work. Development of high quality teaching Structured conversation	Children identified as needing support in English and/or Maths.			Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map Engagement with parents Attendance	Assistant Head salary Autumn/Spring21/22	salary
1:1/small group tutoring	National tutoring programme to provide specific intervention including discounted payment of tutors	Targeted pupils from across the school – HPA children targeted to achieve greater depth	Children will have targeted support in school time to enable gaps in learning to close and progress to be made	Tutor Class teacher	Tutoring plan Work/participation in books to show application		£755
Transition preparation	Year 6 KS2/3 transition programme. Programme of resilience/growth mindset lessons/assembly focus	All year 6 pupils	Transition booklets RHE curriculum	HT AH Yr 6 teacher			Year 6 teacher supply £200 Leadership time
Cost - Sub-totals							
Total budgeted cost for Strand 2						£755	

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 IPADs	EYFS Focus on Year 4 for tables	Targeted use of APs for EYFS and times tables will support progress	AH/ EYFS Year 4 teacher	Pupil progress meetings termly Scores in testing Engagement levels	£2400 Technician time	£2400
Protective behaviours training	1 x support staff training and programme for targeted pupils				SENCO/AAH – pupil progress meetings CPOMs/provision maps		£250 training
Fixed/growth mind set INSET and formative assessment strategy	All staff to revisit training. Pupil assembly	All children	All staff understand concept and use associated vocabulary when working with children. Children are refreshed of concept and this supports their approach to learning	HJ EF	Learning behaviour baseline and reviews Pupil view Engagement levels Teacher view Parent view Pupil well- being group	Staff meeting	
Support for Parents	Knowledge Organisers Specific information provided for year 6 parents on transition Similar meetings planned for all year groups	All parents Year 6 parents	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.		Parents to be informed of learning focus in all year groups half termly The large majority of year 6 parents attend TEAMS mtng	PPA INSET day	
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and taking 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.	RM	Weekly tracking of attendance. Rolling programme of meetings to review (RA) AH and class teacher Continue with systems and process already in place.	Half hour x 4 weekly meetings	
Cost - Sub-totals							2650
Total budgeted cost for Strand 3							

Financial Summary

Cumulative Sub-total for all strands		9205
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Total budgeted cost for all strands	9205
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Additional Information (if any)