



Blackthorn Primary School: Summary of Catch-up Strategy

School information			
School	Blackthorn Primary School		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£17,360
Total number of pupils	240	% Disadvantaged Pupils	23%

Contextual Information (if any)
<p>The school's community is comprised of 54% of children with EAL, 23% of children who are in receipt of PP and one third of children at the school are identified as vulnerable. Mobility continues to be a factor for classes, which the school has systems in place to support.</p> <p>During lockdown only a small number of children attended the school, however since September every child has returned who is able to, attendance is higher than for the same period last academic year and incidences of lateness are significantly reduced. Early improvements to attendance appear to be directly linked to the implementation of a revised attendance strategy since September.</p> <p>Barriers to online learning during lockdown, meant that remote learning was implemented through paper packs and regular phone contact with children and families. At the time this was the right strategy in meeting the needs of parents and the limitations of the school's IT infrastructure. Since September the school has put in place a comprehensive online learning platform and Blended Learning Strategy which is able to support children and families effectively with learning from home.</p> <p>Diagnostic assessment and analysis of gaps has been completed for all children with the following key areas identified:</p> <ul style="list-style-type: none"> - Children in EYFS are lower attaining in the Prime Areas than would be expected, specifically in social skills, independence and communication and language. - Phonics levels assessed in September are significantly lower than would be expected. - Number facts and recall of times tables has regressed. - Spellings, particularly common exception words, across KS2 have regressed in children's writing. <p>This strategy works in conjunction with and/or has significant links to the following – Blended Learning Strategy, Pupil Premium Strategy, Attendance Policy and Addendum, the school's SIP.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	To improve the quality of teaching and learning so children make accelerated progress leading in phonics, reading and maths. To develop the skills of responsive teaching to ensure teachers and support staff are able to analysis assessment accurately to effectively support learning.
B.	To implement high quality targeted interventions to meet the needs of children who are not currently working at ARE.

C.	To ensure all children have access to and engage with high quality online curriculum and learning in school and at home.
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Summary of Expected Outcomes	
A.	<p>Raised attainment for all children in the core subjects. Develop the skilled use of assessment to support the teaching of reading by teachers and support staff.</p> <p>Staff training and development impacts in the long term on attainment and progress in reading and maths.</p>
B.	<p>Children identified as having gaps in learning or as disadvantaged due to the pandemic, are well supported to restore their learning. Further raise the status of reading with children and parents.</p> <p>Staff training and development in these areas of intervention impacts on children in the longer term.</p>
C.	<p>Children make accelerated progress in the core curriculum areas, ensuring that learning time is not lost due to any requirement to self-isolate, and that children successfully meet attainments targets for the end of the academic year.</p> <p>Raise the expectation of children's use of technology as a tool to enhance learning among staff, children and the wider school community.</p> <p>Support children in their transition to secondary school, through developing confident and skilful use of online platforms for learning.</p>

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?	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Support high-quality teaching	To provide effective CPD for the teaching of reading (Herts for Learning prosody) to ensure that our teaching is of high quality and impacts upon pupil attainment across the school.	All children across school will benefit from high quality teaching	NPAT Central Team BW/PJ	<ul style="list-style-type: none"> STA assessment data analysis Assessment data points NTS (termly) SLT observations (termly) 		£3,472
	<p>To support the training and development of Early Career Teachers in maths.</p> <p>To provide effective CPD for Early Career teachers to ensure teaching of maths is high quality and impacts upon pupil attainment. One to one CPD with a specialist maths consultant on a termly basis. Maths No Problem training to develop subject knowledge and pedagogy (all teachers).</p>	Direct impact on children in EYFS, Year 1, Year 3 and Year 5 along with the Maths Lead who will be able to transfer skills to impact across the school indirectly.	BW/PJ	<ul style="list-style-type: none"> SLT monitoring of maths teaching and outcomes on a termly basis, including regular book scrutiny. (April 2021) Assessment points through the year to look specifically at raised outcomes. (Dec. 20, March 21, June 21) Feedback from maths specialist. 	£2,000 MNP £800	
	<p>To improve the quality of teaching in phonics/spellings.</p> <p>Training for all teaching staff, specific to age group, on the quality and consistency of phonics/spellings teaching.</p>	All children from Nursery to Year 6.	BW/PJ/NA	<ul style="list-style-type: none"> Gap analysis (Sept. 20) RWI assessment data (termly) Phonic screens (Nov. 20) SLT observations (termly) 	£2,825	
Pupil assessment and feedback	<p>To improve the quality of teaching in reading.</p> <p>To raise the quality of provision for independent reading and reading interventions. Implement Accelerated Reader throughout the main body of the school, including providing training for teachers and support staff on high quality reading assessment, analysis and how this is used to impact individual's reading gaps/development. Improve the quality of assessment and progress information that is shared regularly with parents.</p>	All children from Year 1 to Year 6 will have access to Accelerated Reader, unless they are working at a level below Year 1 reading expectations.	PJ/KS	<ul style="list-style-type: none"> STA assessment data analysis Assessment data points NTS (termly) Parent feedback (April 21) 		£4,000

Intended impact: - The intended impact is to develop the skills and knowledge of teaching staff so that assessments identify accurately gaps in learning enabling teaching to skilfully meet the needs of individuals. Strategies above are also intended to develop high quality CPD and professional development of staff to ensure consistency of high-quality education across the school.		
Cost - Sub-totals	£5,625	£7,472
Total budgeted cost for Strand 1	£13,097	

STRAND 2: TARGETED SUPPORT						
Element of Strand <i>(eg, Interventions)</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)
Interventions	Accelerated Reader Set up targeted interventions for individuals and resources based on Accelerated Reader. Provide parents with high quality online support for their child's reading which enables parents improved access to their child's reading progress and strategies to support home reading. Continue to raise numbers of children who are reading for pleasure across the school.	Groups and individuals from Year 1 to Year 6 will have additional targeted intervention to support reading based on Accelerated Reader.	PJ/KS	<ul style="list-style-type: none"> STA data analysis (Dec. 20 and ongoing) NTS assessment points (termly) CAPPs meetings (termly) 		£4,066
	Homework Club – Writing, Maths and Computing Skills Support To set up support for children with homework that specifically develops individual's writing, maths and computing skills. In order to provide equal access, children will have the opportunity to join homework club after school (each bubble separately staffed) as well as lunch club if a child is unable to attend after school. This aims to provide equal access to technology for all children as well as high quality learning support from the staff with whom the children work with in school on a daily basis.	Every class from Year 1 to Year 6.	BW/PJ	<ul style="list-style-type: none"> SLT monitoring of engagement and impact. Parental feedback (April 2021) Children's access during any bubble closure will give feedback on computing skill development with Office 365. 	£1113.05	
	Herts for Learning To introduce the teaching of prosody interventions as a strategy for improving fluency and comprehension in reading. This will be through specific training and development of staff across the school to impact targeted groups of children.	Lowest 20% readers who have been disadvantaged by Covid.	PJ/KS	<ul style="list-style-type: none"> STA data analysis (Dec. 20 and ongoing) NTS assessment points (termly) CAPPs meetings (termly) 	(See Strand 1)	

	<p>Phonics (RWI) Additional phonics interventions to support sound recognition, blending and segmenting.</p>	Children from Reception to Year 3 who are not working at age related expectations based on gap analysis from RWI assessments.		BW/NA/JS/TE	<ul style="list-style-type: none"> Gap analysis (Sept. 20/March '21) RWI assessment data (termly) Phonic screens (Nov. 20) SLT observations 	NA	
	<p>Breaking Barriers Set up targeted interventions for individuals using resources based on Numicon Breaking Barriers.</p>	Children in Years 3,4 and 5 who are working significantly below ARE.		BW	<ul style="list-style-type: none"> Gap analysis (March '21) STA data analysis (Dec. 20 and ongoing) NTS assessment points (termly) CAPPs meetings (termly) 	£442.43	
Tuition	<p>1:1 tuition Using the National Tuition Programme, employ a tutor to work with children across the school who have been identified as benefiting from 1:1 support in English and/or maths.</p>	Lowest 20% who have been disadvantaged by Covid.		BW	<ul style="list-style-type: none"> Tutor reporting feedback Assessment data points (termly) SLT monitoring of impact transferred to English and maths 		£3,962
	<p>Reading Tuition After School To set up reading tuition for children identified as having gaps in their reading due to lockdown. These will be run after school to extend the school day by half an hour to allow for class staff to be able to provide high quality dedicated support.</p>	Lowest 20% who have been disadvantaged by Covid.		BW/PJ	<ul style="list-style-type: none"> STA data analysis (Dec. 20 and ongoing) NTS assessment points (termly) CAPPs meetings (termly) 	£509.64	
	<p>Tuition for Children who are new to English - After School (KS1) To set up a group intervention for children who are new to English in KS1. Support to use Race Into English and the early literacy/communication strategies i.e. PECs to enable new to English children to make accelerated progress in acquiring language.</p>	Children new to the school this academic year who are new to English.		BW/KS	<ul style="list-style-type: none"> STA data analysis (March '21 and ongoing) Phonics and NTS assessment points (termly) CAPPs meetings (termly) 	£289.45	
<p>Intended impact:</p> <ul style="list-style-type: none"> 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						£2,354.57	£8,028
Total budgeted cost for Strand 2						£10,382.57	

STRAND 3: WIDER STRATEGIES

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)
Technology	<p>Devices, Dongles etc. Ensure all children have access to technology if they are required to self-isolate. Additional devices will be purchased to support this.</p> <p>Online safety - Upgrade the filtering system for all devices across the school to ensure devices used at home are protected and provide filtering reports.</p>	Any child in any year group who does not have access to a device or the internet.	BW/JO/AS	<ul style="list-style-type: none"> Engagement of children when self-isolating. (ongoing) Parental feedback (April 2021) Outcomes of work produced from home to be monitored by SLT 		£1,860
Attendance	<p>Breakfast Club To support child's attendance. Children will have additional reading time using MyON and Accelerated Reader to support reading 'catch-up'.</p>	Any child who is late twice will be offered a Breakfast Club place to support the parents with the child's attendance.	BW/SC	<ul style="list-style-type: none"> Attendance data (weekly/termly) 	£500	
	<p>Attendance Rewards Revise attendance rewards with new initiatives to support and encourage attendance. (see links to the Pupil Premium Strategy)</p>	All children across the school.	BW/SC	<ul style="list-style-type: none"> Attendance data (weekly/termly) Governor monitoring of attendance (termly) 	£1,140	
Online Learning Support	<p>Online Resources Ensure that children have access to high quality learning materials for Blended Learning (see Blended Learning Strategy).</p> <ul style="list-style-type: none"> SATs Companion (Yr6) Mangahigh RWI resources for phonics teaching Reading Eggs (EYFS and KS1) Number Sense – Maths Fluency 	<p>All children who self-isolate as well as all children undertaking homework.</p> <p>Number Sense to support quality first teaching across the school in Maths.</p>	BW/JO/PJ	<ul style="list-style-type: none"> Assessment data points (NTS to track attainment and progress (termly) CAPPs meetings (termly) 	£2,785	
	<p>Blended Learning Support for Parents and Children Develop the role of Blended Learning Technical Coordinator, who has dedicated time to develop learning platforms, support parents and children with online set up and learning issues.</p>	All children who are required to self-isolate will have access to this support.	BW/PJ/AS	<ul style="list-style-type: none"> Engagement of children when self-isolating. (ongoing) Parental feedback (April 2021) 	NA	
Intended impact:						
<ul style="list-style-type: none"> All children to have access to, and support with access to, high quality online learning so that progress in learning is not hindered for those children required to learn from home due to self-isolation restrictions. Children's attendance is the best it can possibly be in order to support progress and attainment in learning. 						

Cost - Sub-totals	£4,425	£1,860
Total budgeted cost for Strand 3	£6,285	

Financial Summary

Cumulative Sub-total for all strands	£12,405	£17,360
Total budgeted cost for all strands	£29,764.57	