

Catch up programme

Warwick Road Primary School

SUMMARY INFORMATION

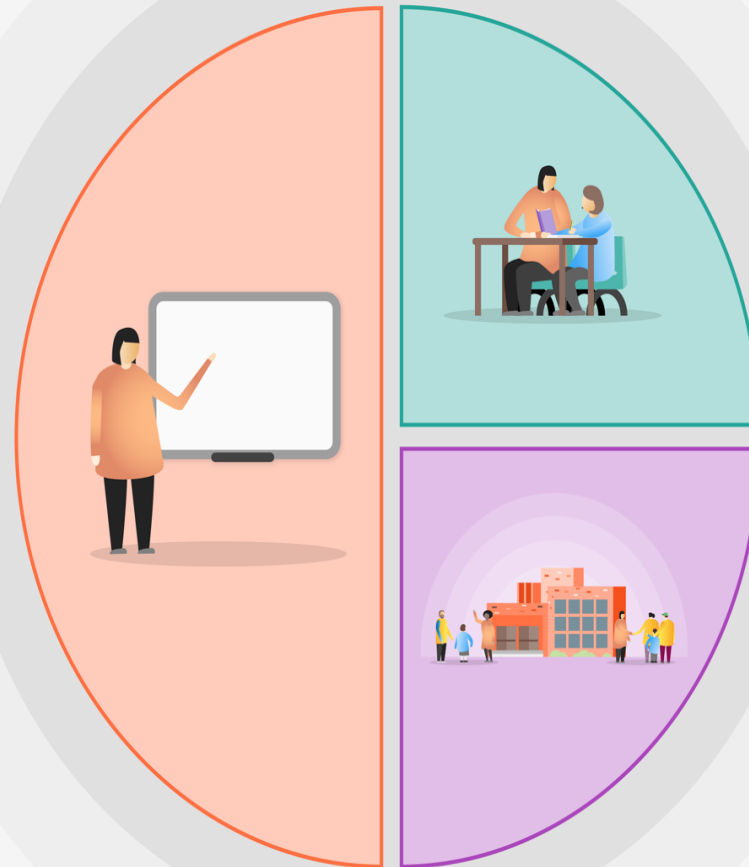
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|--------------------------------|----------------|-------------------------------|----------------------|
| Academic Year | 2020/21 | Total number of pupils | 344 (from YR to Y6) |
| Cost per pupil | £80 | Total catch-up budget | £27,680 |
| Catch-up funding leader | Shamsa Qureshi | GB member responsible | Khalil Patel |

Context / foreword

The government have provided 'catch-up' funding to be used for children to catch up on the learning they have missed. Following research and the EEF document 'COVID-19 SUPPORT GUIDE FOR SCHOOLS', this strategy sets out the school's plan to provide the necessary resources and approaches to allow our children to settle back into school and accelerate their learning in order to 'narrow the gaps'.

1 Teaching

- Maintain high level Quality First Teaching (QFT) – support in place for NQTs and RQTs
- A broad and engaging rich curriculum that solidifies new knowledge acquisition
- Regular staff CPD on mental health and wellbeing.
- Purchase of resources to facilitate both in class and home learning
- Teachers model use of key strategies for identifying emotions and employing self-regulation strategies (CPD delivered to staff – Inset day in September)
- A staged approach to catching up on learning:
 - Autumn 1 – assess children on entry in September – use the first ½ of the autumn term to catch up on missed learning from the summer
 - Autumn 2 – first two weeks used to clarify any misconceptions from previous learning
- Where required English and maths lessons are doubled up, to ensure full coverage of the autumn learning
- Google Classroom used as a platform for learning over Christmas and in a future lockdown. All children and adults taught how to use the platform effectively – videos sent out to parents
- Home learning packs sent out with Power Maths workbooks, exercise books and any other resources the children might need in the event of a lockdown
- Face-to-face teaching for those children highlighted as requiring a place in school; home learning and face-to-face to teaching to take place at the same time
- Feedback on tasks given; in class, face-to-face, online either privately or collectively
- Headteacher is clear with families as to the requirements of home learning
- Teachers must have regular contact for those children accessing learning at home
- Maths has been highlighted as a key area for Autumn 1
- Use of assessment data to highlight area of need for catch-up



2 Targeted academic support

- Same-day in-class intervention
- Teacher-led targeted group teaching for some pupils
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Pastoral staff provide small group and 1:1 support to assist children in transition into school
- Pastoral support available for those children that have suffered loss or bereavement
- 30 children to access 8 hours of intensive maths tuition from 1-1 tuition
- Continue with 1-1 tuition from either NTP or local providers

3 Wider strategies

- Lessons on identifying emotions and self-regulation
- Provide technical support for parents to access Parent Hub or Google Classroom
- Ensure pastoral contact home for disadvantaged children and identify barriers to engagement due to technology or a lack of other forms of support – apply for laptops and regular calls home to parents
- Office staff to provide support to parents struggling with ICT or accessing online learning

ONGOING ACTIVITY LOG 20/21 Catch-up Grant Funding

| Date | What has been started/completed from the implementation activities? | What impact measures can you report to date from the implementation outcomes? | Do you need to change/adapt anything in your plan? (develop, change, maintain) | Are there any budget implications for this? |
|------------------|---|---|--|--|
| September | All children baselined in September Gaps for learning identified – additional lessons during PM to fill those gaps Maths identified as an area of weakness | Children settled back into school swiftly with confidence Staff aware of how to identify gaps and class plans in place | NO | Benchmarking tool kit/training for all staff £800 |
| October | Interventions in place for children who require it – children assessed pre- and post-intervention Children assessed in reading, writing and maths using the summer assessments | Interventions monitored Pre- and post-interventions are in place | NO | NO |
| November | PM (Power Maths) introduced to facilitate both classroom practice and home/online learning First two weeks of the ½ term spent going through misconceptions from the previous ½ term’s learning Maths lessons double-up in some year groups to provide catch-up | Teacher workload is eased with the purchase of PM – the resources is being used effectively for: <ul style="list-style-type: none"> • Whole class teaching • Pre- and post-interventions • Pre-planned interventions using PM materials from previous lessons, etc. Children are fully engaged with the new resources purchased New resource allows for targeted group work with classes – this has been best observed in Y1 | Added training for staff | Purchase of Maths resource - £4,127 plus online subscription cost £1,008 |
| December | Continued with extra maths lessons Targeted 29 children for 4 weeks of intensive tutoring from a local tuition centre | Analysis evidences all pupils made at least expected progress in maths from October to December during which time they attended tutoring.; the greatest impact on pupil progress as seen in Y4 pupils, with 80% (4/5 pupils) making better than expected progress. In Years 4 and 5, a third of each group made better than expected progress. No Year 6 were able to attain the grade of Silver (EXS) from their respective starting points; however, 17% of pupils (2/12) in Y5 and 40% of pupils (2/5) in Y4 attained this grade. These pupils will no longer undertake tutoring at they are now ‘back on track’. | Yes – following on from the data in December, we would recommend that 1-1 tuition be given to Years 2, 3 and 6 where progress was slower | Tuition for the first group of children cost :£2,240 |
| January | Lockdown 3 Google Classroom is used throughout school for online learning and 2 live teaching sessions of daily learning are taking place in each cohort Extra learning platforms (B | Attendance for key worker children is 100%. Around 90% of pupils have engaged in online learning. Almost all parents who have requested a laptop have been given one. | No real adaptations were required. We did have an issue with trying to get laptops. | We received a grant to cover the cost of this. ICT equipment – tripods stands for cameras for online learning £150 |

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|-----------------|---|--|---|---------------------|
| | Vulnerable families afforded places to access learning from school Additional laptops given applied for | Teachers found the 1-1 that the disadvantaged children received had a great impact on: <ul style="list-style-type: none"> • Confidence • Progress | | |
| February | Purchase of an online reading resource to support reading at home | Impact on using the Online Bugs Club for KS2 showed that children were: Reading more Choosing longer texts to read Completing more Bugs Club comprehension questions than expected The impact this has had on data will be seen in the March data once children return. | Purchase KS2 Bugs Club | £450 |
| March | English and maths have been doubled up | Baseline assessments have been carried and it is clear from the data that most of the children have made good progress using google classroom. Teachers have found at least 90% of children are taking part in the learning; however, only around 75% on average are handing in most work. Nevertheless teachers report good progress | Tweaking of all timetables due to the needs of cohorts. | |
| April | English and maths have been doubled up | Monitoring, informal drop-ins and book trawls all show a positive picture. Children are happy to be back in school and do not seem to mind the extra English and maths Learning missed from non-core learning is planned for the next academic year – additional science, Art and DT will be planned in for the next academic year | <i>Purchased Power of Reading Online resource</i> | £350 |
| May | English and maths have been doubled up Purchased Phonics Play online resource | As above | Login details shared with EYFS parents when the bubble was closed | £60 |
| June | Extra HLTA appointed for 1/2 day per week to read with Y5 pupils until the end of the academic year Y6 pre-school booster classes for x3 weeks Extra reading books purchased for all pupils | Testing carried out at the end June will demonstrate the impact. | | £2,755 £6965 |
| July | Extra HLTA appointed for 1 day per week to read with Y5 pupils until the end of the academic year | | | £611 |
| August | Y6 children received an extra 4 days of learning from 31 st August until 3 rd September. | | | £1,260 |

Grant Funding Overview

| Tiered Support Areas | Tranche 1 position Autumn Term | Tranche 2 position Spring Term | Tranche 3 position Summer Term | Final Spend |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-------------|
| 1. Teaching | | | | |
| - CPD in support of quality first Teaching (Scaffolding and self-regulation) | £300 | | | £610 |
| - Bereavement training | £130 | | | |
| - Additional trained DSL as schools needs are increasing | | £60 | £120 | |
| <i>Power Maths</i> | £5,135 | | £1937 | £7,072 |
| <i>Online reading materials - Power of Reading</i> | | | £350 | £350 |
| <i>Online materials - Phonics Play</i> | | | £60 | £60 |
| <i>ICT – tripods for online learning</i> | | £150 | | £150 |
| <i>Benchmark kit and training</i> | | £800 | | £800 |
| <i>Bugs club online for KS2</i> | | £352 | | |
| <i>Bug Club – Bridging Gaps KS1/KS2</i> | | £89 | | £441 |
| 2. Targeted Academic Support | | | | |
| 1-1 tuition for maths – 30 pupils November to December | £2,240 | | | £2,240 |
| Breakfast club and catch up lessons for year 6 pupils for 3 weeks | | | £376 | |
| - Additional teaching costs | | | £50 | £426 |
| - Breakfast items | | | | |
| X 1/2 day HLTA support – extra interventions (Jan to March) (April to July) | | £1,072 | £1257 | |
| X 1 day - HLTA support - July | | | £611 | £2,940 |
| Summer catch up classes (teaching and additional caretaking costs x 1 week x year 5) | | | £1,260 | £1,260 |
| - Fruit and snacks | | | | |
| 3. Wider Strategies | | | | |
| Literacy resources – EYFS – Y6 | | | £6965 | £6965 |
| Total Expenditure spent during 2020/21 | £7,805 | £2,523 | £12,986 | £23,314 |
| Carried forward to 2021/22 | | | | £4,366 |
| Total funding | | | | £27,680 |