

Ashwell Primary School: 'Catch-Up' & Recovery Strategy



School information			
School	Ashwell Primary School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £17,120
Total number of pupils	223	% Disadvantaged Pupils	12.2%

Contextual Information (if any)
Ashwell School is a school with a relatively low level of need: disadvantaged 12%, FSM 10% and SEN 10%. The school is situated in a rural village on Hertfordshire/ South Cambridgeshire boarder. A number of families required support during lockdown with food, mental health and educational support. A range of online and paper based learning was set and staff rang every child at least weekly to support with their learning and any support they needed as a family. Year group emails were set up to further allow communication between parents and teaching staff. Engagement with home learning was high.

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	To quickly establish and continue to review any support required for social, emotional and mental health as a result of the COVID-19 Pandemic, school closures or changes to family circumstances.
B.	High Quality Teaching and learning through: <ol style="list-style-type: none"> 1. Effective and efficient formative assessment to identify gaps/learning needs 2. Accurate and sharp differentiation 3. Skilled adaptation of planning and curriculum delivery 4. Approaches to learning which foster a return to school routines and expectations
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

Summary of Expected Outcomes	
A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting. Children's additional social, emotional and mental health needs will be met and impact evident.
B.	By end of Summer term (2021) children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention.
C.	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

Summary of Catch-up Strategy

STRAND 1: WHOLE SCHOOL STRATEGIES (All)

Element of Strand	Action/Strategy	Pupils targeted for this strategy?	Expected Impact	Lead	Monitoring & Evaluation:	Cost (School Budget)	Cost (National Funding)
Immediate Transition Focus <i>See SDP – MP1</i>	Whole school 7 Day Transition Back to School Plan implemented Recovery Curriculum: Loss and Life for our children and schools post pandemic. (Staff Document) ✓ Whole school essential activities based on ‘While we can’t hug’ ✓ Optional (recommended) activities based on ‘While we can’t hug’ ✓ Focussed English activities ✓ Focussed Maths activities ✓ ‘Wow’ topic –motivate/engage	Across All classes	✓ Develop positive, nurturing, healthy relationships ✓ Prioritise emotional wellbeing, mental and physical health ✓ Play, oracy, speaking and listening ✓ Character education: resilience, cooperation, confidence, perseverance, integrity, gratitude, self-discipline, caring etc. ✓ Basic skills in maths, reading and writing. ✓ Creative arts ✓ Reading for pleasure.	SE/RW	Learning walks Tracking attendance Discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans. Pupil Voice		Transition Curriculum School Texts £113.29 Purchase of Y5/6 Resource Books £528.30
High Quality Whole Class Teaching <i>See SDP – BP1&2</i>	Reviewed and revised, thorough and focussed monitoring programme as part of school evaluation: <ul style="list-style-type: none"> Monitoring focused on key priorities and shared with staff Early and frequent Pupil Progress meetings with clear actions Training/CDP for staff as required. Reception to implement HfL Maths Essentials Purchase of specific Reading Comprehension teaching and assessment resources	Across all classes	SLT/Maths/English leaders will be able to: <ul style="list-style-type: none"> Monitor implementation of their direction regarding the outlined ‘recovery’ approach in their subjects See the quality of practice evident Observe the progress of children and content being taught Provide targeted support where necessary. Teachers will deliver high quality guided reading to ensure rapid progress.	SLT CM	Monitoring cycle in place and shared with all staff termly. Monitoring log completed using teaching and learning record of observation Pupil progress meeting minutes and agreed actions with review date. Specific English Leader monitoring	HfL Maths Essentials for Reception £250 TLA time from HfL for Maths and English subject leads £2290	Mobile whiteboards x 5 £276.20 Additional TA Hours to cover extended mornings due to COVID-19 measures £4394 Collins Complete Reading Comprehension £336

Catch up curriculum <i>See SDP – MP2&3</i>	Strong emphasis on high quality PHSE curriculum delivery.	All classes	Significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID.	RW	Monitoring cycle in place and shared with all staff termly.		
	EYFS focus on prime areas to ensure children are ready for their next stage of learning.		Children will be ready for their next stage of learning.	TY	Monitoring log completed using teaching and learning record of observation		
	Specific guidance and training in English and Maths to ensure consistent 'Recovery' Approach to identify and address gaps in learning with ambition to reach expectations for their current year group curriculum the aim.		Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created.	KF CM AC	Pupil progress meeting minutes and agreed actions with review date.		
			Cost - Sub-totals		£2540		
Total budgeted cost for Strand 1						£8187.79	

STRAND 2: TARGETED SUPPORT (Some)

Element of Strand	Action/Strategy	Pupils targeted for this strategy?	Expected Impact	Lead	Monitoring & Evaluation	Cost (School Budget)	Cost (National Funding)
Small group intervention (school day)	<p>Years 3-6</p> <p>Teachers to analyse class and identify groups requiring targeted interventions.</p> <p>Additional staffing / hours to deliver interventions:</p> <ul style="list-style-type: none"> - Misconceptions (Live) - Hi5 - Phonics - Maths Fluency 	<p>Children across the school identified as needing support in English / Maths.</p> <p>Priority Year groups: 6, 5, 3, 4</p> <p><i>*Note: In the summer term 2020 the school enabled N, R, 1, 5 & 6 to return.</i></p>	<p>A combination of quality first teaching with additional small group catch up will increase educational outcomes significantly.</p> <p>Small group intervention will be effective in addressing gaps in learning and enable target children to access the Year group curriculum more effectively.</p>	SE/RW	<p>Moderation</p> <p>Pupil Data</p> <p>Work in class/books to show application</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions using Provision Map</p>		<p>Year 5/6</p> <p>10 x Additional TA Hours per week</p> <p>Sept – July</p> <p>£5,400</p> <p>Year 3/4</p> <p>11 x Additional TA Hours per week</p> <p>Oct – July</p> <p>£4,394</p>

Small group intervention (school day)	<p>Year 1 2 x Daily Phonics Groups</p> <p>1 x Nurture Group to focus on social skills, attention and concentration (attitudes to learning & growth mindset)</p> <p>Year 2 1 x Phonics group and targeted work linked to the Autumn 2 screening.</p>	<p>Children across the school identified as needing support in Phonics / Nurture.</p> <p>Priority Year groups: 1, 2</p> <p><i>*Note: In the summer term 2020 the school enabled N, R, 1, 5 & 6 to return.</i></p>	<p>Focus children will develop more positive attitudes towards their learning, build resilience and independence.</p> <p>Those children targeted in phonics will make rapid progress to ensure solid knowledge and application of phonics.</p> <p>Y2 Autumn Phonics check will show minimised number of children not yet reaching the expected standard.</p>	CM / AC	<p>Work in class/books to show application</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions using Provision Map</p> <p>Y2 phonics screening check results.</p>		
Small group intervention (school day)	<p>Social, emotional and mental health intervention</p> <p>Brick Club (3 groups, 1 x per week)</p>	Priority children in Year 2 & 3	Children will feel more confident and have opportunities to work in small social groups. Children's engagement in school will increase enabling them to better access classroom learning.	RW HMcb	<p>Tracking of interventions using Provision Map</p> <p>Parent / Pupil voice</p> <p>Pupil progress meetings</p>	Lead TA role	Pupil Premium Funded £3575
Cost - Sub-totals						£3575	£9794
Total budgeted cost for Strand 2						£13369	

STRAND 3: SPECIFIC STRATEGIES (Few)

Element of Strand	Action/Strategy	Pupils targeted for this strategy?	Expected Impact	Lead	Monitoring & Evaluation	Cost (School Budget)	Cost (National Funding)
High Needs Support for social, emotional, mental health	<p>Arts Therapy (3 pupils)</p> <p>Nessie My Time (2 pupils)</p> <p>Learning mentors (2 pupils)</p> <p>Pets as Therapy Dog visits (4 pupils)</p> <p>Referrals to outside agencies</p> <p>Resources (where required)</p> <ul style="list-style-type: none"> - Brick club <p>Staff training</p> <ul style="list-style-type: none"> - Trauma & attachment - Anxiety - Nessie Network Meetings 	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	RW	<p>SDQ start and end of intervention to measure progress</p> <p>Discussions with staff/families before, during and after intervention to measure progress / improvements</p> <p>Use of Provision Map to track interventions and progress.</p> <p>Internal assessments</p>	<p>Bought in Therapy for 3 pupils £2000 (HCT Funded)</p>	<p>Brick Club resources £37.98</p> <p>Additional bought in Therapy if needed £TBC</p>

Individual bespoke Programme (school day)	Maths Lead and SENCO to complete: Mathematics intervention using a place value diagnostic assessment and teaching programme resource.	Those needing most support in each year group across the school.	This training will support teachers to develop mathematics interventions and close gaps in maths to enable catch-up for those needing it most . 1. Effective mathematics interventions 2. Diagnostic assessment 3. Personalised plan 4. Teaching guidance 5. Bringing learning back into the classroom	AC/RW	Pupil Data Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map		5 x Course Webinar training & Resource Pack HfL Maths Team 2 x £165 (£330)
Individual bespoke Programme (school day)	Significant social, emotional barriers to learning. High need phonics, reading interventions Bespoke 1:1 tutoring programme to bridge gaps and enable access to class curriculum.					Part PPG Funded £TBC	Part funded through the additional TAs hours above Potential access to National Tutoring Program TBC
Priority Readers	Individual 1:1 readers heard at least 4 times per week	Those needing most support in each year group across the school.	Most vulnerable readers will improve their reading fluency and confidence.	CM	Tracking of interventions using Provision Map Reading assessment data	Being Covered by Volunteers	
For Future Consideration							
After/before school interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours	Children in Years 4 to 6 identified as needing support in English and/or Maths.	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.		Moderation Work in class/books to show application Pupil progress meetings		
Access to technology			Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.		Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels		
Cost - Sub-totals						£2000	£367.68
Total budgeted cost for Strand 3						£2367.68	

STRAND 4: Wider Strategies (Usually applied in school regardless of Catch-Up)

Element of Strand	Action/Strategy	Pupils targeted for this strategy?	Expected Impact	Lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Access to technology	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required. Logins for Timetables Rock Stars, NumberGym, Tapestry and other educational resources for home use (already used in school)	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.				
Support for Parents	Information to be sent out about the EYFS ELG's, Phonics, Year 2, Year 4 and Year 6 programmes of study and how they can support their child with their learning at home. Workshop or Presentations to be produced and shared with parents to help support learning at home.	R, 1, 2, 4 and 6	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 sent booklets/fact sheets by the end of September [these will also be uploaded to the website]. Impact to be evaluated through the test scores that children are achieving and conversations with parents at parents evening.		
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and tacking 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.		Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.		
Cost - Sub-totals							
Total budgeted cost for Strand 4							

Financial Summary

Cumulative Sub-total for all strands	£8115	£15809.47
Total budgeted cost for all strands	£23924.47	

Summary report July 2020

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Final comments