



Upton Meadows Primary: Summary of Catch-up Strategy

This **pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools should ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance.**

School information			
School	Upton Meadows Primary School		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£30,560
Total number of pupils	385	% Disadvantaged Pupils	105/385 = 27%

Contextual Information (if any)

Upton Meadows Primary School is a two-form entry Primary School with 385 pupils currently on role, due to a drop in our EYFS intake for September 2020. Overall the school is made up of 27.3% Pupil Premium (nat 22.4%), 36.1% EAL (nat 21.3%), 16.1% identified SEND (nat 14.6%). Nearly 20% of our children benefit from additional support offered by our Pastoral and Nurture teams in school. Prior to lockdown, the school had undergone a period of rapid change and improvement, particularly in the teaching of core subjects. Training and support opportunities for staff that were planned to embed this have not been able to take place – it is crucial that we are able to maintain these improvements and ensure that they are thoroughly embedded in our QFT offer for all.

As a school community, we worked extremely hard to engage with as many of our families as we could between March and June and whilst the majority of our families were well placed to be able to support their children, there were a number who weren't and there are cohorts in school that were particularly challenging to work with. A significant proportion of our school community are EAL with little English spoken at home so children had to be very self-reliant in order to access their work and the impact of this is also clear. A large number of children returned to school as part of the wider reopening in June, but in order to accommodate as many as possible, this was only on a part-time basis meaning that even those children who returned still lost learning during this time. A survey completed of our families in June 2020 to establish who had appropriate devices showed that whilst most children had access to a device, the large majority had to share devices with parents or siblings or had to use unsuitable devices such as phones/tablets. Due to potential 'bubble' closures or a further local or national lockdown, we have also taken this into account in our strategy.

Our children returned in September keen to learn and happy to be back at school but we have noticed a significant drop in stamina and concentration across the school. It has also been noted that the gaps seem to be widest in Maths and Writing, with our youngest children struggling with gaps in basic knowledge such as phonics, letter formation and number sense.

Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

A.	To improve and develop the quality of teaching and learning, particularly in the core subjects,
B.	To accurately identify and provide targeted support for particular children in order to catch up lost learning
C.	To ensure that appropriate, high quality resources are available to support and accelerate learning both within the classroom or remotely

Summary of Expected Outcomes

A.	That the quality of teaching across the core subjects will improve, resulting in identified gaps in children's knowledge being closed. Through high quality training and support, the whole curriculum will be implemented more effectively and end of year outcomes for Y2 and Y6 will be at least in line with national.
B.	Targeted children make better than expected progress and a large percentage of them achieve EXS standard. Gaps in learning will be rapidly and effectively identified and then restored. Interventions and targeted support will be delivered more effectively and will have a greater impact on learning.
C.	That children access a well- resourced, effectively taught curriculum both in-school and remotely when necessary. All children have access to appropriate technology to enable them to access the high-quality learning opportunities on offer from school when they are learning remotely.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Element of Strand <i>(eg, Supporting Great Teaching)</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)
Support great teaching	20% to NPAT to develop an effective programme of CPD for all staff	All pupils will benefit from high standards of quality first teaching and this will impact on attainment across the school.	NPAT Central Team/CS	Outcomes and quality of teaching across school		£6112
	Phonics Development Days - RWI	All pupils in EYFS through to Y3 who receive phonics teaching, particularly those with significant gaps in learning. Development days will refine practice and help ensure correct interventions are in place for those children in the lowest 20% for reading.	MF/EA	RWI assessment cycle to be followed and progress monitored through this.		£1800
	Kinetic Letters Development Day	All pupils in school. Development coaching day will help to further embed KL across the school as a large number of staff completed the training virtually and missed the opportunity to have a face to face session.	KS	Book looks in termly monitoring cycle – including curriculum monitoring.		£825
	CLPE ‘Inspiring Writing’ Training	All pupils in school will benefit from teacher development. Standards of writing should improve across the school, but especially for those lowest 20%.	KS	CPD to be booked and implementation/monitoring plan to be drawn up. Book looks in termly monitoring cycle.		£1200
	Maths resources to support concrete learning and reinforcement of key concepts	All pupils will have access to a substantial amount of concrete maths resources to allow them to choose appropriately to support their learning of key concepts. Increased resources will allow teachers greater capacity to incorporate concrete learning in their lessons.	GH	CPD to be delivered on 4/1/21. Maths lead to monitor in lesson drops/book looks Spring Term. Assessment drop – March 2021		£1000
Pupil assessment and feedback	Lesson Study cycle – ‘Responsive Teaching’ focussing on assessment/feedback/questioning in the classroom at the point of learning	All pupils will benefit from teacher development. Further improving the quality of feedback and marking in school will accelerate progress and narrow gaps.	CS/VP	Termly monitoring plan – lesson drops/books/pupil voice. Progress meetings.		£1400

	Use of Wellcomm assessment tool	All children in EYFS and EAL across the school to be assessed. S&L TAs to deliver interventions to work on targets. Where appropriate targets to also be incorporated into daily planning.		SY	Inclusion lead to monitor targets set and intervention impact through Edukey. Dec, March and June. SEND governor monitoring Nov 20	Already budgeted through S&L TAs	
Intended impact: For quality of education across school to be further strengthened and attainment improved.							
						Cost - Sub-totals	£12,337
						Total budgeted cost for Strand 1	£12,337

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	NTP	Work with disadvantaged children in Y2, 5 and 6 who are significantly below where they should be following school closure Y2 and 5 – focus on reading and maths Y6 – focus on maths		TG/CS	Work with NTP partner using the online portal to review progress and evaluate impact.		£2940
	Additional teacher – Y6 English	Y6 cohort (42% PP) - work alongside Y6 teachers to provide additional opportunities to feedback at the point of learning with English – editing and improving writing/better quality comprehension answers.		TG	Reading and Writing data to be closely monitored. Book looks/lesson drop-ins. Baseline data gathered in Sep and monitored in Dec/Mar –		£4000
	Herts for Learning	Children in Y5 and 6 who are below EXS in reading/not on track to meet targets		EA	Fluency assessment/Salford reading age to be done prior to intervention and then completed after to measure impact.	No additional cost – within school budget	
	TA led booster groups (overtime)	Y6 children identified as not being on track to reach EXS/GDS.		TG	Baseline data gathered in Sep and monitored in Dec/Mar – SATS in May		£588.60

	Phonics 1:1 interventions (RWI)	EYFS, Y1, Y2 and Y3 children identified through RWI assessments.		MF	Baselines undertaken in Sep – monitored at least termly using RWI assessment processes	No additional cost – within school budget		
	Participation in NELI programme for EYFS	Children in EYFS – we have been accepted onto the programme as we meet the requirements.		SKB	Programme lays out clear monitoring impact process – to be followed	No cost as allocated free place – time cost		
Intended impact: For children to be back on track to meet their EOY expected targets. For progress from baseline to be accelerated.								
Cost - Sub-totals								£7,528.60
Total budgeted cost for Strand 2							£7,528.60	

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)
Supporting parents and carers	Reading books (phonics match)	Children in R-Y3 will have high quality and engaging reading books that are absolutely matched to their phonics learning in school.		MF/EA	RWI assessment cycle to be followed and progress monitored through this.		£3500
Access to technology	ICT devices	Any child in school who will need to work from home due to a bubble or whole school lockdown and who does not have access to a personal device from home. Will also increase capacity to loan devices over weekends for completion of home learning.		LB/VP/CS	Monitoring of uptake and access of homework via Office 365. Immediate evaluation of completion of work during any bubble isolation periods.		£7194.40
Supporting pupil wellbeing	To ensure that our wellbeing provision is able to continue to support currently identified children as well as identified pupils during or after any blended or remote learning.	Identified pupils receiving SEMH support in school will automatically receive this support. Other pupils who require longer periods of remote learning will receive this support. Pupils and families who are struggling to access remote or blended learning will receive this support.		LB	Continue to complete Boxall and other assessments. Termly pastoral meetings to review and adjust.	Allocated within school budget – ELSAs/FSWs/Nurture	
Development of school website	Develop the new area of the website around remote learning	Parents and carers – able to find information and support more easily.		LB/ED	Parent voice – survey at key points. Admin team feedback.	From within school budget	

Intended impact: For all areas of Strands 1 and 2 (Quality First Teaching and Targeted Interventions) to be properly resourced and supported. To ensure that all children are adequately prepared and resourced to learn remotely at home if necessary.		
Cost - Sub-totals		£10,694.40
Total budgeted cost for Strand 3	£10,694.40	

Financial Summary

Cumulative Sub-total for all strands		£30,560
Total budgeted cost for all strands	£30,560	