

CATCH -UP STRATEGY 2020-2021

Chestnuts Primary School



The IFtL Ethos and vision

Across IFtL, we are committed to respond effectively and flexibly to the unprecedented pandemic of 2020. Striving for excellence for all, we are resolute in our ambition to overcome the additional barriers presented. We are strong, energetic and unafraid with a united sense of purpose. No barrier or problem will be too great and together we will commit to achieve our priorities for all children and our adults, with no exception. In our Trust, we are never alone. We know we are stronger together – responsible, resilient and innovative, ensuring IFtL is a fulfilling community and is a ‘A great place to be.’

Strategic Vision: Overall Impact and Outcomes 2021

Our vision will be achieved through the following six key strategic priorities:

- **Priority 1:** Ensuring all pupils make ambitious progress to catch up, close gaps and achieve their potential.
- **Priority 2:** Ensuring a purposeful, inspiring and engaging recovery curriculum enabling children to catch up whilst nurturing their interests and talents.
- **Priority 3:** Ensuring the continuous development of excellent provision and practice.
- **Priority 4:** Ensuring talented, unwavering, and pioneering system leadership for us to be leaders in education.
- **Priority 5:** Ensuring that we nurture a safe, secure and engaging environment in which we all thrive.
 - **Priority 6:** Ensuring that we grow financial sustainability.

Links to School RIP/ SSP:

1. Contextual Information

Academic Year	2020-2021		Date:		October 2020
Number of Pupils on Roll (September 2020)	392	Total Catch up Budget:	£32,400	Termly Impact Review:	December 2020

2. Key attainment data

Reported Data Aspect		On Track/ Achieved				
		End of Spring 2020	Baseline September 2020	Gap	Prediction July 2021	July 2021 Achieved
GLD						
Phonics (phonic check or equivalent)	Year One	N/A	4%	N/A	74%	
	Year Two	25%	41%	+16%	Nov – 82% Jun – 88%	
KS1 reading, writing, maths, EGPS (Mocks/ Cornerstones) <i>(Writing TA and others are Cornerstones)</i>	Reading	45%	47%	+2%	78%	
	Writing	60%	N/A	N/A	76%	
	Maths	71%	64%	-7%	86%	
	EGPS	43%	43%	0%	65%	

KS2 reading, writing, maths, EGPS (Mocks/ Cornerstones) <i>(Writing TA and others are Cornerstones)</i>	Reading	63%	52%	-11%	72%	
	Writing	15%	N/A	N/A	56%	
	Maths	65%	44%	-21%	70%	
	EGPS	57%	50%	-7%	60%	

3. Whole school gaps, trends in data and priority areas

- **Maths attainment has declined more than any other subject**
- **Gap is greatest in Years 3, 4, 5 and 6**
- **Reading fluency is a concern**

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
	<ul style="list-style-type: none"> • No academic gap evident from March 2020 baseline 	<ul style="list-style-type: none"> • Quality first teaching support and improvement • Curriculum review to streamline objectives • Booster groups in all year groups • Additional teacher in Year 6 and Year 1 • Phonics support from Whiteknights English Hub
	<ul style="list-style-type: none"> • Early Years Children make accelerated progress in their language development 	<ul style="list-style-type: none"> • NELI program to run from January to July 2020 • Additional EYFS 1 day per week class teacher for targeted interventions
	<ul style="list-style-type: none"> • Comprehensive approach to the teaching of writing delivered through a progressive and skill based curriculum 	<ul style="list-style-type: none"> • Introduction of write stuff approach • Hub support for strategic planning in relation to Writing
	<ul style="list-style-type: none"> • Phonics gap is closed and 95% of children pass the phonics screening by end of Year 2 	<ul style="list-style-type: none"> • Read Write Inc Development Days • 1:1 Read Write Inc coaching sessions • Use of RWI sounds lessons as booster lesson for children in EYFS, Year 1 and Year 2 • Rwi home learning work books

		<ul style="list-style-type: none"> Rwi magnetic tiles and boards
	<ul style="list-style-type: none"> Mental health difficulties in children are identified and support provided in a timely manner 	<ul style="list-style-type: none"> Training of Mental health lead in school Working partnership with Milton Keynes Mental Health Team Learning Mentor support for targeted children
	<ul style="list-style-type: none"> Resource issues for home learning are irradiated by school-based provision 	<ul style="list-style-type: none"> Additional chrome books purchased to loan to pupils in isolation Dongles purchased to loan to pupils in isolation Exercise books purchased to go home for periods of home learning and isolation Additional reading books at each level purchased to ensure books can be sent home to children in isolation
	Visualisers used to share learning where staff are less able to give direct feedback	<ul style="list-style-type: none"> Feedback policy rewritten to reduce need for personal feedback marking Visualisers purchased for each class

5. Impact Towards Long Term Outcomes 2020-2021

Autumn 2020 - Milestones	Spring 2021- Milestones	Summer 2021- Milestones
<ul style="list-style-type: none"> Quality first teaching support and improvement Curriculum review to streamline objectives Additional teacher in Year 6 and Year 1 Phonics support from Whiteknights English Hub Additional EYFS 1 day per week class teacher for targeted interventions Introduction of write stuff approach 	<ul style="list-style-type: none"> Quality first teaching support and improvement Booster groups in all year groups Additional teacher in Year 6 and Year 1 Phonics support from Whiteknights English Hub NELI program to run from January to July 2020 	<ul style="list-style-type: none"> Quality first teaching support and improvement Additional teacher in Year 6 and Year 1 NELI program to run from January to July 2020 Additional EYFS 1 day per week class teacher for targeted interventions Read Write Inc Development Days 1:1 Read Write Inc coaching sessions

<ul style="list-style-type: none"> • 1:1 Read Write Inc coaching sessions • Training of Mental health lead in school • Exercise books purchased to go home for periods of home learning and isolation • Feedback policy rewritten to reduce need for personal feedback marking 	<ul style="list-style-type: none"> • Additional EYFS 1 day per week class teacher for targeted interventions • Read Write Inc Development Days • 1:1 Read Write Inc coaching sessions • Additional chrome books purchased to loan to pupils in isolation • Dongles purchased to loan to pupils in isolation • Visualisers purchased for each class 	<ul style="list-style-type: none"> • Use of RWI sounds lessons as booster lesson for children in EYFS, Year 1 and Year 2 • Additional reading books at each level purchased to ensure books can be sent home to children in isolation
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1. Planned expenditure

Academic year	September 2020 to July 2021
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The three headings below enable schools to demonstrate how they are using the catch-up fund to improve quality first teaching including classroom pedagogy, providing targeted support and support whole school strategies.

Tier 1: Raising quality first teaching for all children. *Provide high quality teaching and learning to enable all children to accelerate progress and catch up.*

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To use O Track to analyse data gathered and identify the next steps in order to close gaps	<ul style="list-style-type: none"> • Curriculum remapped to ensure opportunities for gaps are identified, planned and delivered 	Once gaps are identified, teachers are able to ensure they teach effectively to close gaps and increase progress.	<ul style="list-style-type: none"> • Monitoring, pupil progress meetings, staff meeting discussions and standardized tests 	AC	Termly

Quality of writing and outcomes for children have improved with accelerated progress	<ul style="list-style-type: none"> Implementation of the Write Stuff across the school 	Program provides the structure needed by the school community to ensure their understanding and development as writers	<ul style="list-style-type: none"> Monitoring teaching and learning, data drops, pupil progress meetings, staff feedback, pupil voice 	AS	Half Termly
Teaching is good or better in all classes	<ul style="list-style-type: none"> Use of school improvement buddies supporting quality first teaching 	1:1 coaching has been used before to improve teaching and learning.	Lesson development sessions with senior leaders will demonstrate improvement in practice	KR	Half Termly
Proposed Cost:					1610
<p><u>Tier 2. Targeting support, group and bespoke level, for identified low achieving children and/or those struggling to make accelerated progress including the more-able children.</u></p> <p><i>Provide high quality targeted support to enable all children to perform in line with their peers and make good progress.</i></p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
EYFS and Key Stage 1 phonics gap is diminished	<ul style="list-style-type: none"> Provision of home phonics packs for all children in EYFS and Key Stage 1 Provision of RWI videos to parents to support weekly learning 	Parental involvement will help to close the gap	<ul style="list-style-type: none"> Provided for every child and supported through parent training. Added to homework expectation 	SF	Half Termly
Increased progress in core subjects	<ul style="list-style-type: none"> Weekly booster groups with class teacher focussing on current gaps 	Previous experience and EEF evidence suggesting 4+ months progress can be made	<ul style="list-style-type: none"> Gap analysis from Cornerstones test – focus on maths initially 	BS	Half termly
Technology support for interventions and home learning	<ul style="list-style-type: none"> Purchase of 30 chrome books for use in class and at home 	Previous experience, identified need for homelearning, required to use in various interventions	<ul style="list-style-type: none"> Progress measures in maths as measured through TT rockstars and mathswatch tracking 	LT	Half termly
Proposed Cost					27440

Tier 3 Wider curriculum and school offer impacting on children's development and learning.

Provide high quality enrichment, SMSC and cultural capital activities to support all children's well-being to promote all areas of development. .

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Mental health difficulties in children are identified and support provided in a timely manner	<ul style="list-style-type: none"> Mental Health referrals to MAST. Use of school based mental health first aider 	British Medical Journal report recommending early intervention and reduction in wait time for CAMHS	<ul style="list-style-type: none"> Training of whole school staff and mental health first aider. Weekly safeguarding team meeting to discuss concerns and follow ups regarding referrals 	KW	Weekly
Children will have cultural opportunities provided virtually whilst unable to participate in person	<ul style="list-style-type: none"> Termly provision for all children of a cultural road map (opportunities provided both in school and through home learning 	School trips are vitally important in providing children with varied life experiences. Whilst these cannot go ahead alternative exposure to raise pupils awareness is vital	<ul style="list-style-type: none"> Termly gathering of information linked to current topics, checked by SLT before being delivered both in classroom and via home learning 	KR	Termly
Children have access to a full well developed curriculum both in and out of school	<ul style="list-style-type: none"> Curriculum review to ensure a well mapped out curriculum is provided Provision of technology to those needing it when learning from home Purchase of curriculum resources to support the new curriculum 	Curriculum development is vital to ensure continued episodes of home learning are accessible and logical. This cannot be implemented without the appropriate resources.	<ul style="list-style-type: none"> Half termly reviews of the curriculum and the need for resources by SLT Ongoing monitoring 	KR	Half Termly
Proposed cost					£2770