

Duncombe Summary of Catch-Up Strategy Updated

March 21



This **optional 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 DFE catch-up programme and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still 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 national guidance**.

School information			
School	Duncombe Primary		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£21,200 (estimated figure)
Total number of pupils	398	% Disadvantaged Pupils	54%
Contextual Information (if any)			
Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>			
A.	To increase focus and curriculum time on reading and maths (identified as the area pupils most struggled to progress in during lockdown, especially disadvantaged and SEND pupils)		
B.	Maximising the efficiency and effectiveness of additional teaching/tutoring input across the school day and beyond		
C.	Ensuring equality of access to appropriate technology for pupils and families to facilitate home learning and school engagement		
Summary of Expected Outcomes			
A.	90% of children make 2 steps progress per term in Reading and Maths, 30% make 3 steps progress. Disadvantaged children's progress and attainment is in line with or within 10% of non- disadvantaged.		
B.	75-80 % of children meeting ARE in Reading, Writing and Maths in KS1 and 2. 80% of children reach expected level in Prime Areas at end of Rec.		
C.	Increased engagement in home learning through google classroom.		

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?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting great teaching (P2)	Consistency of quality first teaching across all phases in reading, writing and maths. Inset training in Whole Class Reading in September and White Rose Maths in October. Maths and English Subject Leaders to work closely with class teachers – coaching/ modelling.	All pupils	Consistently 'good' or "outstanding" teaching across all phases Accelerated progress in reading, writing and maths attainment for all pupils Developing teacher subject knowledge	KA CH JC	Half termly monitoring of books by subject leaders. Half termly learning walks in English and Maths by subject leaders Book share to moderate standards across classes Half termly conferencing with SLT	£ 8,360 Cover to release subject leaders for a half day weekly	£ 0
Transition support (P2)	Revision and adaptation of curriculum to ensure all areas of curriculum covered	All pupils	Ensuring coverage of all national curriculum areas missed during school closure Closing gaps in learning Identify elements of the curriculum that has been affected by lockdown or requires revisiting	KA HR	Monitoring of medium term planning Subject leads to carry out learning walks and book looks Ensuring consistency of teaching across year groups	£0	£0

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Pupil assessment and feedback (P2)	Assessments of children to identify baseline and gaps in English and Maths. Pupil conferencing	All pupils	Identifying specific gaps in learning Thorough system for summative assessment Supporting planning and assessment Identification of children for intervention and 1:1 support	CH	Tracking of progress and attainment through use of Target Tracker Moderation of data input Pupil progress meetings to discuss data collection and	£0	£0
Supporting great teaching (P2)	Regular reading with pupils in KS1 through the use of Daily Supported Reading , additional reading boosters and 1:1 reading interventions Smaller phonics groups in Y1	All pupils in KS1	Increased attainment in reading in KS1 Accelerated progress for all pupils Identifying gaps in pupil knowledge Increased confidence in reading	KA CH	Regular learning walks Pupil voice Attainment data	£0	£ 600
Supporting great teaching (P2)	Development of Whole Class Reading in KS2 (and Y2 after Christmas).	All Pupils in KS2	Increased attainment in reading in KS1- improved vocabulary and comprehension Accelerated progress for all pupils Increased confidence in reading	KA	Regular learning walks Pupil voice Attainment data	£ 5,000 Cost of books	£0
Transition support (P2)	White Rose Maths Transition Units from previous Year group for Years 1-6. Focus on concrete and practical activities to re- build confidence	All Pupils in KS1 and 2	Filling gaps in curriculum knowledge and skills. Increased confidence in maths.	CH	Regular learning walks Pupil voice Attainment data	£0	£0

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Transition support (P2)	Additional TA support in Autumn Term to support transition back into school focused on SEND children.	High Need SEND children	Children are confident returning to school and settle in quickly. Children feel happy and safe in school. Children re-adjust to school routines.	TS	Pupil Voice Pupil Progress Meetings	£ 15,600	£0
Cost - Sub-totals						20,600	600
Total budgeted cost for Strand 1						21,200	

STRAND 2: TARGETED SUPPORT

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
1:1 intervention (P1)	1:1 intervention for identified gaps in learning (carried out by class TA/HLTA e.g. maths , 1:1 reading intervention)	Disadvantaged and SEND pupils in all year groups	Greater pupil confidence in class Increase in ARE pupils in reading, writing and maths	CH KA	Baseline intervention assessment Monitoring of intervention planning Assessment at end of intervention	£0	£0

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Small group intervention (P2)	Small group teaching of SEND pupils in maths/ English led by a teacher.	SEND pupils in KS2	Greater pupil confidence Increase in ARE pupils in maths and English	HR KA CH JC	Attainment and progress data. Progress against individual targets on SEN plan.	£ 26,191	£0
Small group intervention (P2)	30-40 minute small group booster classes before/ after school in reading and maths for identified pupils, planned by teacher and carried out by Teacher/	Pupils those who have fallen behind in all year groups	Greater pupil confidence in class Increase in ARE pupils in reading and maths	CL	Baseline intervention assessment Monitoring of intervention planning Assessment at end of intervention		£13,805 Continue for 12 weeks as 8 weeks lost £3,451
Extended school time (P1 & P2)	Beginning the school day at 8.40 am for KS1/ KS2pupils – extra 30 mins of teaching by class teacher and TA/HLTA	KS1/KS2 pupils	Closing the gap in reading (the majority of children started Y1 unable to read). More children reaching ARE and passing the phonics test by the end of Y1.	HR	Attainment and progress data. Reading assessments data Phonics assessment data		£ Included above
1:1 and small group intervention (P1)	NTP academic mentor to support with English in Years 2, 3 and 4.	Disadvantaged pupils in Year 2 – Year 4.	Closing the gap in reading and writing Increased pupil confidence Accelerated progress in reading and writing Increase in pupils achieving ARE in reading and writing	HR	Baseline intervention assessment Monitoring of intervention planning Assessment at end of intervention	£0 approx.	£3800 (mentor is only 4 days not 5)

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Small group intervention (P1)	Language group interventions in EYFS using Nuffield intervention (Rec), Box intervention (Nursery)	All pupils identified with language delays in Reception	Closing the gap in communication and language Increased pupil confidence Increase in pupils reaching expected level in Prime Areas	JC	Baseline intervention assessment Monitoring of intervention planning Assessment at end of intervention	£2,700	0
Small group intervention (P2)	Fine motor small group interventions	All pupils in Reception	Improving fine motor skills in preparation for writing Increase in pupils reaching expected level in Prime Area		Assessment against PD Dev. matters	£1,800	0
Cost - Sub-totals						£ 30,691	£21,056
Total budgeted cost for Strand 2						£51,747	

STRAND 3: WIDER STRATEGIES							
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Access to technology (P3)	Access to national laptop scheme	Disadvantaged and Year 6 pupils	Increased engagement in online learning activities Use to technology to support closing the gap	SW	Monitoring which families are not accessing through feedback from teachers and families	£0	£0

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Access to technology (P3)	Purchase of additional Chrome Books to support children with no technology at home in case of self- isolation/ lock down DFE Provided the school with 45 Chrome books. Donations enabled us to purchase further chrome books and ipads.	All pupils	Increased engagement in online learning activities Use to technology to support closing the gap (x 60 chromebooks – 2 bubbles)	SW	Monitoring which families are not accessing through feedback from teachers and families	£ 0	£ 0
Social and Emotional Learning	Supporting children's mental health and re-adjustment to school through nurture provision Staff training/ supervision (ITIPS) to support children's mental health/ self –regulation ADDITIONAL CAMHS time	Identified pupils with SEMH needs All pupils	Increased engagement in learning Increased attainment Improved behaviour and well being Improved well- being and behaviour for learning. Children feel happy at school and ready to learn.	SR	Monitoring behaviour logs Supervision records Staff training logs	£1,026	£0
Supporting parents and carers	Parent virtual workshops to support using Zoom Supporting parents/carers of EYFS children to access Tapestry from home	All families & pupils KS1 and 2 EYFS families & pupils	Increased confidence in accessing technology from home Increased engagement in online learning activities Use to technology to support closing the gap	LD JC AB	Termly parent/carer voice will identify growth in parents confidence in supporting children with learning at home	£0	£0
Extended School Provision/ Extra Curricular	To continue to provide a low cost breakfast club and after school club	Key worker children (and other working families if space)	Families are supported to work by low cost child care. Improved economic outcomes for families.	MR	Monitoring of uptake of provision.	£ (2 terms) Additional staff costs from loss of income £ 2,300	£0

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	To provide after school extra-curricular clubs to children to support well-being and support cross curricular learning e.g. Art club, Science Club, Burnett News Club, Arsenal football club	All pupils (with a focus on disadvantaged.)	Children demonstrate improvements in physical and mental well-being.		Monitoring attendance at clubs particularly disadvantaged children.	Arsenal costs £1,680 TA x 3 run club costs £13,392	
Cost - Sub-totals						£18,398	0
Total budgeted cost for Strand 3						£18398	





Financial Summary

Cumulative Sub-total for all strands	83,889	21,200
Total budgeted cost for all strands	105,089	

Additional Information (if any)

