



Studlands Rise First School Catch Up Premium Strategy

Strategy Statement			
<p>The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020-2021 academic year, to ensure that schools have the support they need to help all pupils make up for lost teaching time. Although, all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been most affected. The funding is provided for children from Reception to Year 4 in our school.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch for all pupils. The school has used this document to help inform their additional funding in the most effective way.</p>			
Summary Information			
Academic Year	2020-21	Catch-Up Funding Received 2020-21 25% to be paid on 30 September 2020 Two further instalments to follow based on census figures from October 2020	£11,760 (£80.00 per pupil.) This is paid in three termly instalments. For the Autumn term (30 th September) we will receive £2940.
Total number of pupils	170 (includes 23 Nursery pupils)	% Disadvantaged Pupils	6.5%

Contextual Information (if any)
<p>Disadvantaged: 11 PPG (6.5%) The proportion of Current FSM: 6 (3.5%) There are 4 children looked after or post looked after in the school (2.4%) The proportion of SEND: 15 (8.8%) EAL: 6 (3.5%) EHCP: 2 (1.2%) The number of children/ families registered with a Social Worker: 2 (1.2%)</p>

Summary of Catch-up Strategy

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
1	<p>To ensure that the recovery curriculum is planned, delivered and assessed in such a way that all children are provided with quality first teaching, with the opportunity to 'catch up,' with any lost learning due to Covid-19, whilst ensuring that they also receive a broad and balanced curriculum that is appropriate to their age and /or ability.</p> <p>To ensure that all pupils are attending school regularly and are emotionally supported and ready to re-access formal learning. To ensure that mental health and wellbeing of all pupils is appropriately supported and developed.</p>
2	To ensure quality targeted provision (1:1 and/or small group) is planned, delivered and assessed in such a way that identified children make accelerated progress.
3	To ensure that the school continues to work closely with external agencies to access the support for pupils/ families.

Summary of Intended Outcomes	
1	<p>By end of Spring term 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 receive further targeted intervention. Children relish returning to school, settling back into new routines and following behavioural expectations with immediate effect. Positive impact of strategies implemented to support children's mental health, well-being, personal, social and emotional development.</p>
2	<p>Targeted provision (1:1 and/or small group) will have greatest impact on accelerating the progress of identified children. There will be many summative assessment opportunities throughout the year which will identify any gaps in the children's knowledge and skills. The school expects, over the course of the year, to be able to guide the children to a point where at least 80% are achieving at age related expectations or above by July 2021.</p>
3	The school will continue to receive effective support from different agencies/ services so that pupils and families are successfully supported.

Summary of Catch-up Strategy

PRIORITY 1: QUALITY FIRST TEACHING AND WHOLE SCHOOL STRATEGIES						
Action	Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Intended outcomes and success criteria	Staff lead	Monitoring:	Proposed Expenditure
Supporting good and better teaching in light of adaptations made to teaching delivery due Covid-19 restrictions	Continued, thorough and focussed monitoring programme in place. Clear focus on key priorities and shared with staff. Training/CPD for staff as required. Facilitated either remote CPD or led by Leadership team or subject leaders with social distancing measures in place.	Across all classes Identify pupils via teacher assessments	SLT and Maths/English/EYFS leaders will be able to see the quality of practice taking place, observe the progress of the children and content being taught and support where necessary. All staff are aware of new processes and changes to core subject delivery and curriculum implementation, 'Back on track'	Subject Leaders	Monitoring calendar in place. Learning walks and observations Meetings where support is required with actions and review date set.	HfL Back on Track and associated resources, eg books £3100
Effective transition supports	Transition plans in place for all children. Virtual transition for Nursery and Reception including a virtual tour of the classroom and introduction to the staff. Virtual tour of Year 1 classroom and message from teacher. Individual support for children with additional needs – bespoke plans where required. For all year groups except Reception, class teacher to move into the new class for continuity. Reception to move into Year 1 with their teaching assistant for continuity/	All classes Individuals requiring additional support	Effective transition will have a significant impact on the children and make them feel more comfortable and familiar with their new setting to enable successful start to the school year. Staff build/maintain trusting and respectful relationships with children quickly to enable successful learning to take place.	All Staff	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individual children requiring further support/individualised plans.	

Summary of Catch-up Strategy

<p>Make short term adaptations to the intended school's curriculum and ensure its implementation enables pupils to get back on track with their learning</p>	<p>CPD; curriculum adjustment and delivery; use of formative assessment in English and HfL Essential Maths <i>'Back on Track materials.'</i> Implement revised teaching programmes and identification of key content and missed coverage. Valid, reliable, purposeful 'Assessment for Learning' (use of formative assessment to expose and address gaps in children's learning.)</p>	<p>All classes</p>	<p>Children will 'catch up' learning missed without missing expectations of their current year group.</p> <p>Robust assessment will identify gaps in their learning. They will be addressed in teachers' planning to allow 'Catch Up.' Assessment is an ongoing process and ensures that children's progress continues and they meet age related expectations.</p>	<p>Subject Leaders Maths English</p>	<p>Monitoring (book scrutiny, moderation, pupil voice) in place and shared with all staff. Feedback and for individuals. Meetings where support is required with actions and review date set.</p>	<p>HfL Back on Track and associated resources, eg books £3100</p>
<p>Ensure there is a wide range of opportunities to support children's personal, social and emotional development</p>	<p>High quality learning environment which develops quality interactions between adults and children so that any gaps in provision are managed. E.g. Daily PSHCE at the start of the Autumn term, daily active breaks. Targeted provision (1:1/small group)</p>	<p>All classes Individuals requiring additional support</p>	<p>Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.</p>	<p>SLT</p>	<p>Monitoring calendar in place. Start and end of intervention to measure progress Discussions with staff before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.</p>	

Summary of Catch-up Strategy

PRIORITY 2: TARGETED PROVISION						Proposed Expenditure
Action	Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Intended outcomes and success criteria	Staff lead	Monitoring:	Proposed Expenditure
Using data (pre lockdown) March 2020 data and September 2020 formative assessment/ baseline data to track which children are not on track to make progress from prior attainment	Valid, reliable, purposeful formative assessments/ baseline data underpin effective teaching and ensure progress for every child. Pupil progress meetings are used to consider the gaps in children's learning and identify appropriate interventions.	All classes	'Assessment for Learning;' use of formative assessment to expose and address gaps in pupils' learning.	SLT	Termly pupil progress meetings as well as interim staff meetings discussing general issues identified.	
Small group/1-1 Targeted Provision during school day	Implementation of effective, evidence-based intervention programmes (small group and/or one to one) Interventions focused on identified, specific needs; support delivered by appropriately trained staff; interventions carefully timetabled to avoid narrowing of the curriculum; timely monitoring of intervention programmes to track progress.	Children across the school identified requiring support in English, Speech and Language, Maths	Misconceptions addressed individually during intervention sessions. Compensate for the negative impact of school closures. Accelerate the progress of identified pupils. Referrals to outside agencies: work closely with external SEND professionals such as speech and language therapists so that all children and families are successfully supported.	SLT Teachers – involved in identifying children for interventions Teaching assistants – involved in delivering interventions	Summative and formative assessment Moderation Work in class/books to show application of intervention Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£8660 for staffing to deliver interventions

Summary of Catch-up Strategy

PRIORITY 3: WIDER STRATEGIES						
Action	Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Intended outcomes and success criteria	Staff lead	Monitoring:	Proposed Expenditure
Access effective support from different agencies/ services	Inclusion Leader uses leadership time to work with external agencies where required. E.g. Speech and Language Therapist, Communication and Autism advisors to support identified children with speech and language needs and those with EHCP Plans. The school will continue to receive effective support from different agencies/ services so that pupils and families are successfully supported.	Children and families across the school identified requiring support	Support from different agencies/ services is effective so that the needs of children and families are successfully met.	Inclusion Leader	Work in class/books to show application of interventions Pupil progress meetings Liaise with class teacher Learning walks/observations Tracking of interventions using Provision Map	
Contingency planning for Covid-19 outbreaks, lockdown or when children are at home isolating	Support children's learning through providing isolation packs for if/when they are needed. These will be updated termly in line with assessments made by teachers to ensure ability appropriate resources, eg the correct phase of Phonic cards, HFW cards, etc. In the event of a longer period of closure for a whole class bubble, isolation packs to be used initially, then teacher to send learning for the second week more closely matched to what children would be learning in school.	All year groups	Learning continues in the event of a lockdown or isolation period. This covers the breadth of the curriculum. Coverage of learning is closely matched to the face-to-face provision for children in school. Staff provide feedback which parents are able to access and provide support.	SLT	Pupil progress meetings Feedback from children and parents Engagement levels	£700 isolation packs

Summary of Catch-up Strategy

Attendance	Monitoring and tracking system in place. Telephone parents and implement attendance procedure.	Persistent absentees i.e., typically attendance which is below 90%.	High attendance will ensure access to all lessons and interventions planned.	SLT and office staff	Regular tracking of attendance. Continue with systems and process already in place to ensure high attendance. Individual conversations with families where attendance falls below that which would be expected.	
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