



St Mary's Infant School: Catch-Up Strategy including impact of financial spending

School information			
School	St Mary's Infant School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £12,860
Total number of pupils	159/180	% Disadvantaged Pupils	18%

Contextual Information (if any)
<p>St Mary's Infants is a school with a very high level of need: disadvantaged 18%, FSM 15.5% and SEN 19.8%. Based on knowledge that the Junior school claim a substantially high number of PP pupils, we know that there are many parents that do not claim PP funding and as a school we are encouraging parents based on the benefits to apply. Many families require pastoral support. A range of online and paper-based learning was set during lockdown and staff rang every child at least weekly to support with their learning and any support they needed as a family. Vulnerable pupils were called by the deputy designated safeguarding lead and their class teacher every week. Dojo has been set up to further allow communication between parents and teaching staff.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
B.	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.
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.

B.	By end of Autumn 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 are further targeted for intervention.
C.	Children in Year 1 and 2 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: 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	Continued, thorough and focussed monitoring programme. Clear calendar for monitoring focused on key priorities and shared with staff. Training/CDP for staff as required. Maths mastery hub training. CPD on deep dives delivered by a HIP/Ofsted inspector Invest in emergent reader texts to match texts more closely to phonics ability. Mymaths home learning package	Across all classes	SLT and Maths/English/Phonics leaders/PSHE/Science and RE leads will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary. Deep dives will ensure that subject leaders can support the progression of skills by pupils in their subject. Mastery maths improving outcomes. Pupils read texts that are closely matched to their phonics knowledge. Parents confident in delivering maths learning in lockdown and while pupils are in school.	VE KT SB ES	Monitoring calendar in place a part of SIP and shared with all staff. Observations recorded on staff meeting minutes for whole school feedback and given privately to individuals. Meetings where support is required with actions and review date set. Leaders having an impact on teaching and learning. Benchmark reading and Herts reading trackers. Online mymaths tracker.	HIP visit additional time gained for RI status	£521 (Reading scheme books for emergent readers) £399 Mymaths
Transition support	Transition materials Social story for all pupils about how school is the same and different since lockdown. Layout of the classroom shared along with pictures of the staff. Individual support for children with additional needs – bespoke plans where required. EYFS transition booklet sent to parents with areas of learning identified.	All classes Individuals requiring additional support	This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff build trusting and respectful relationships with children quickly to enable successful learning.	Class Teacher s	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans.	£0	£0

Catch up curriculum	Catch up curriculum for PHSE EYFS focus on prime areas to ensure children are ready for their next stage of learning. Training in English and Maths to 'dovetail' gaps in learning with expectations for their current year group curriculum. HFL materials used Phonics training as part of HFL catch up strategy. Assessment, maths and english back on track resources and training. CGP resources maths and english	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety following COVID return	This will have a significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID. Children will be ready for their next stage of learning. Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created. Staff will be able to be forensic in identifying where pupils are. Pupils will be able to use CGP resources to over learn and will support learning that sticks. This will also support teacher workload.	SLT	SLT to construct curriculum and to ensure this is being utilised during the initial return period. This will be done via the monitoring calendar. Pitch of lessons accurate in line with catch up. Comprehension materials will be an accurate pitch and pupils consolidate reading strategies and develop comprehension and inference.	£0 EYFS advisor funded time for RI status	HFL £1009 Match funded 50% CGP £2070
Total budgeted cost from catch up funding for Strand 1						£3999	
Impact							
<p style="text-align: center;">Subject leadership role is being developed by all staff and middle leaders are taking more responsibility for moving the school forward in their areas.</p> <p>Mymaths has been used through home learning and will continue to be used when returning to school. We are monitoring the number of pupils using this and figures show that 51.25 % of all pupils have engaged with this so far.</p> <p>Back on track planning from HfL continues to be used and this has been amended for lockdown. This has meant there has been coverage of areas identified as weaknesses through the curriculum enabling children to make better progress from where they are.</p> <p>CGP book have been used to support home learning activities both through setting individual pieces of work and for use with children who have limited access to the internet. This means that children who would otherwise have not accessed remote education are still learning at home. Daily practise of skills has helped with securing skills.</p>							

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)
Small group/1-1 interventions during school day emphasising on vulnerable groups	Targeted interventions - 4 noons per week small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff	Children across the school identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.		Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions	£2166 PP budget	£0
After/before school interventions	Targeted interventions - small group/1-1 delivered by trained pastoral lead. X 4 hours. Resources to enable successful intervention including the payment of staff for additional hours	Children identified as needing support in English and/or Maths. (EYFS prime areas)	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.		Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£0	£1,042
Support for social, emotional, mental health	Forest Schools Pastoral Lead recruited. Art Therapy Nurture groups Interventions (1:1/small group) Referrals to outside agencies Resources (where required) Staff training	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.	AB	SDQ start and end of intervention to measure progress Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	£8402	£0
Total budgeted cost for catch up funding from Strand 2						£1042 (all budgets)	
Impact							

Targeted interventions have not been able to take place outside of the school day at this stage, however they have been delivered in the school day in person in the Autumn term and via teams through lockdown. The impact of this can be seen as some pupils are making greater than average progress and therefore closing the gaps with their peers.

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	Purchase 10 laptops for use both in school and by pupils at home in the event of a lockdown/pupils needing to quarantine	Those who do not have access to technology at home (survey) All pupils	Those who would have been unable to access learning at home now have a means to do so should a lockdown or isolation period be required. Enabling them to access education remotely. All pupils have better access to online games/programmes geared towards catching up as required	KT/H WH	Feedback from parents if lockdown or isolation occurs. Identified children making rapid measurable progress in areas targeted using online support.	£3000	
Access to technology	Purchase 4 interactive whiteboards.	All pupils	Children can access technology within the lesson, making lessons more interactive and engaging, enabling greater progress.	KT	Lesson observations – better progress particularly in core areas.		£7936
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and tacking actions where concerns in attendance arise.	Persistent 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.	HWH	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.	£0	£0
Total budgeted cost for catch up funding Strand 3						£7936	
Impact							
The purchase of four interactive whiteboards has enabled us to deliver the curriculum better whilst in person at school as the children are able to see the whiteboards from the back of the classroom where they must now be socially distanced. Without these boards we also wouldn't have been able to deliver the online curriculum to pupils through live registrations, handwriting, phonics sessions and maths lessons or many of the videos recorded for home learning.							

Financial Summary

Allocated funds	£12880
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Total budgeted cost for all strands	£12977
Remaining Spend	£0 £97 overspend
Additional Information (if any)	
Use of IT budget in addition to catch up fund to replace IWB for each class.	