

CATCH -UP STRATEGY 2020-2021

Rickley Park Primary School



**Inspiring Futures
Through Learning**

1. Contextual Information

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:

Teaching and Learning
Outcomes for all
Personal Wellbeing

Academic Year	2020-2021		Date:		October 2020
Number of Pupils on Roll (September 2020)	437	Total Catch up Budget:	£34960	Termly Impact Review:	December 2020

Reported Data Aspect		End of Spring 2020	Baseline September 2020	Prediction July 2021/	July 2021 Achieved
GLD		67%	---	63%	
Phonics (phonic check or equivalent)	Year one	67%	47%	77%	
	Year two	68%	30%	74%	
KS1 reading, writing, maths, EGPS (Mocks/ Cornerstones)	Reading	59%	59%	69%	
	Writing	54%	54%	64%	
	Maths	52%	58%	62%	
KS2 reading, writing, maths, EGPS (Mocks/ Cornerstones)	Reading	72%	61%	72%	
	Writing	72%	60%	72%	
	Maths	73%	61%	73%	

2. Desired outcomes

Desired outcomes and how they will be measured	Success criteria
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<ul style="list-style-type: none"> To maintain the outcomes that were achieved at the end of spring 2020 for Year 5 with a 10% increase to Year 1 outcomes ensuring that children make rapid and sustained progress on return to school following Covid-19 school closure. 	<ul style="list-style-type: none"> Children in year 2 achieving 69% ARE in reading, 64% ARE in writing and 62% ARE in maths Children in year 6 achieving 72% ARE in reading, 72% ARE in writing and 73% ARE in maths
<ul style="list-style-type: none"> To improve the emotional well-being of children so that they are able to access learning in the mainstream classroom. 	<ul style="list-style-type: none"> Children have the resilience, stamina and passion for learning that translates into their own personal successes as well as those academic successes.

3. Impact Towards Long Term Outcomes 2020-2021

Autumn 2020 - Milestones	Spring 2021- Milestones	Summer 2021- Milestones
<p>Teacher-led Tuition has taken place for all year groups.</p> <p>1:1 tuition has been identified and taught.</p> <p>Teacher-led interventions have targeted gaps in knowledge.</p> <p>CPD for whole staff undertaken</p> <p>Bespoke support for identified teachers & TAs</p> <p>x2 data drops with analysis for educational support and impact</p>	<p>Teacher-led Tuition has taken place for all year groups.</p> <p>1:1 tuition has been identified and taught.</p> <p>Teacher-led interventions have targeted gaps in knowledge.</p> <p>CPD for whole staff undertaken</p> <p>Bespoke support for identified teachers & TAs</p> <p>x1 data drop with analysis for educational support and impact</p>	<p>Teacher-led Tuition has taken place for all year groups.</p> <p>1:1 tuition has been identified and taught.</p> <p>Teacher-led interventions have targeted gaps in knowledge.</p> <p>CPD for whole staff undertaken</p> <p>Bespoke support for identified teachers & TAs</p> <p>x1 data drop with analysis for impact</p>

1. Planned expenditure

Academic year

September 2020 to July 2021

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 OTrack to analyse data gathered and identify next steps in order to close gaps.	<ul style="list-style-type: none"> Recovery curriculum – identifying and teaching to the gaps 	To track children’s progress and gaps in knowledge effectively so that teachers can ensure they teach effectively to increase progress and SLT/MLT have a clear understanding of the progress of the year groups.	<ul style="list-style-type: none"> Additional data drop. Use of standardised tests to identify gaps in knowledge. 	AC JS NM	Half-termly
To simplify the curriculum offer to ensure time is allocated to core subjects.	<ul style="list-style-type: none"> Focus on the core subjects 	Baseline data has shown a decline in knowledge of the core subjects. Summer term content has been missed (by some) and will need to be prioritised in order to close gaps.	<ul style="list-style-type: none"> Core focus on staff training. Release of core leaders to support live teaching. Use of White Rose for maths. SLT to deliver Lesson Study to raise standards in teaching and learning. 	JC EB	Half-termly
To enhance the quality of teaching and learning on offer in the classroom.	<ul style="list-style-type: none"> TA training to raise classroom impact 	Each classroom has a TA who can make a positive impact on the progress of a child. Specific training in teaching and learning will enable all staff to effectively support or stretch a child’s capabilities.	<ul style="list-style-type: none"> Time set aside for group training. 1:1 bespoke support programmes within the classroom. 	NB	Termly

Proposed Cost: £23600

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.

Provide high quality targeted support to enable all children to perform in line with their peers and make good progress.

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?
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To close the educational gaps in knowledge.	<ul style="list-style-type: none"> Teacher-led interventions 	Class teachers have the relationship with their children plus analysis of ongoing data provides a good grounding to identify gaps in knowledge and teach to these.	<ul style="list-style-type: none"> Use of assessment system to track progress of groups being made. Drop-ins from phase leaders to monitor and support where identified. HLTA timetabled to cover the remainder of the class. 	AC JS NM	Half-termly
To close the educational gaps in knowledge.	<ul style="list-style-type: none"> Teacher-led group tuition after school 	Class teachers have the relationship with their children plus analysis of ongoing data provides a good grounding to identify gaps in knowledge and teach to these.	<ul style="list-style-type: none"> Use of assessment system to track progress of groups being made. Book looks and pupil voice to assess whether knowledge is being committed to the long-term memory. 	NB	Half-termly
To close the educational gaps in knowledge.	<ul style="list-style-type: none"> Specific 1:1 tuition after school 	EEF research supports good teaching as the best way to improve attainment. 1:1 tuition offers a bespoke approach to supporting or stretching a child's knowledge.	<ul style="list-style-type: none"> Use of assessment system to track progress being made. Book looks and pupil voice to assess whether knowledge is being committed to the long-term memory. 	NB	Half-termly

Proposed Cost £8300

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?
To improve the emotional well-being of children so that they are able to access learning in the mainstream classroom.	<ul style="list-style-type: none"> Introduction of the Passport to Success 	For some children, they did not attend school for 6 months due to lockdown, therefore they will need to reengage with school life. Positive praise has proved most powerful for us to develop our behaviours for learning. The Passport	<ul style="list-style-type: none"> Training and support for staff. Weekly assemblies timetabled to support launch and implementation. Raising the profile around school with 'spotlight tours' to monitor trackit points which feed into the 	NB KP	Half-termly

		to Success focuses on the positives from learning.	Passports.		
To improve the emotional well-being of children so that they are able to access learning in the mainstream classroom.	<ul style="list-style-type: none"> • SEMH focused interventions 	<p>For some children, being absent from the school setting for 6 months will mean they need time set aside to develop their resilience, stamina for learning and developing relationships again.</p> <p>Nurture Groups are evidenced as a successful approach by the Education Endowment Foundation as an approach to support SEMH needs.</p>	<ul style="list-style-type: none"> • Timetable of priority created for the children most at need. • Front-loaded teaching and learning programme of PSHE. • Use of specialist SEMH trained staff to deliver interventions. 	GN	Half-termly
Proposed cost				£4200	