

# Thorplands Primary School: Summary of Catch-up Strategy 1

School information			
School	Thorplands Primary School		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£15,760 – 20% to NPAT Total remaining: £12,608 (197 chn)
Total number of pupils	209	% Disadvantaged Pupils	44%

Contextual Information (if any)
<p>Thorplands Primary School pupil population consists of 33% EAL and 44% are in receipt of pupil premium. A priority for Thorplands is to ensure that SEN needs are effectively met within class and in interventions and to seek further referrals and funding for children that need it. During lockdown, a small number of children with social workers attended the school and when wider opening began on 1 June 2020, Year 6, Year R and Year 1 were able to attend, although small numbers actually did. Since we have returned a most children have come back with good attendance. However, Covid 19 has already impacted on bubbles in KS2 and Reception and some children have had to isolate at home due to positive tests within their households. A further group of parents exhibit high levels of anxiety which have impacted on their child's attendance when bubbles have had to close. There were not large numbers of children engaging in Remote Learning during the first lockdown and so paper packs were sent to all and regular phone calls were made. During this term, approximately 25/30 of each class in KS2 took part with a full online timetable when the bubble closed. Barriers to 100% delivery were technology and wifi. We have recently received 7 laptops from the DfE and have tablets and laptops in school to lend if needed in the future. We have also received 50 sims to support with those who do not have wifi. There are groups of children who exhibit lower levels of wellbeing. In Reception, Year 1 and Year 2, the long time away from school has impacted on readiness to learn. Diagnostic assessment and analysis of gaps identify the following key areas:</p> <ul style="list-style-type: none"> <li>- Children in EYFS are lower attaining in the Prime Areas than would be expected, specifically in social skills, independence and communication and language.</li> <li>- Phonics levels assessed in September are significantly lower than would be expected in Y1, 2, and certain children in Year 3 and 4.</li> <li>- Many children are not reading at age related level and have not had access to a range of books to enjoy.</li> <li>- Number facts and recall of times tables has regressed.</li> <li>- Spellings, particularly common exception words, across KS2 have regressed in children's writing.</li> </ul> <p>This strategy works in conjunction with: Blended Learning Strategy, Pupil Premium Strategy, Attendance Policy and Addendum, the school's SIP.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	To improve the quality of learning and teaching across the core subjects by developing teaching strategies within these areas.
B.	To accurately assess our children and then provide targeted teaching to recover lost learning and accelerate learning of key concepts.
C.	To ensure all of our children can access the curriculum effectively including being provided with the necessary resources to support their development to aid lost learning time whether this is learning within the classroom or remotely. To ensure there are sufficient books to embed reading at the heart of our curriculum.

Summary of Expected Outcomes	
A.	The quality of teaching across the core subjects will improve; resulting in the curriculum being implemented more effectively and children's learning & knowledge acquisition will increase.
B.	Lost learning will be rapidly and effectively identified and then restored. Interventions and targeted support will be delivered more effectively and will have a greater impact on learning.
C.	That children access a well- resourced, effectively taught curriculum both in-school and remotely when necessary. Children are immersed in quality literature and read decodable books which develop their fluency.

## Summary of Catch-up Strategy

<b>STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES</b>						
<b>Element of Strand</b>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
<b>Support great teaching</b>	<b>Improve the quality of the implementation of our phonics RWInc.</b> <ul style="list-style-type: none"> <li>Build on the support as a partner school with the English Hub by having a development day in Spring term which will review the teaching of phonics &amp; ensure we are delivering it with fidelity and in a way which supports rapid catch up for those that cannot decode.</li> </ul>	Diagnostic assessment show that most children in Year 1 and 2 as well as children in Y3 have significant gaps in their phonics knowledge. By improving the quality of teaching this should impact on all those children as well as specific children from Year 1 to Year 3 who have gaps in phonic knowledge.	<b>HI &amp; LM</b>	<ul style="list-style-type: none"> <li>6 weekly assessments of YR-2</li> <li>Phonics check for Y1, Y2 and Y3 Aut/Spr/Su</li> <li>Regular, timely learning/inquiry walks / drop ins Spring 1 &amp; Spring 2</li> <li>Regular sessions with the English Hub termly.</li> </ul>	-	<b>£700</b>
	<b>Improve the quality of the implementation of our spelling strategy.</b> <ul style="list-style-type: none"> <li>Improving the quality of phonics and spelling through KS2 through online training.</li> </ul>	Cold tasks in writing show large gaps in spelling for lots of children across the school. By using the spelling scheme which follows on from the phonics scheme we use and training all KS2 teachers in this and resourcing effectively, this should support.	<b>LM &amp; PS</b>	<ul style="list-style-type: none"> <li>Half termly book looks at hot tasks &amp; cold tasks.</li> <li>Regular, timely learning/inquiry walks / drop ins of spelling sessions.</li> </ul>	<b>£252.12 (PP)</b>	<b>£320.88</b>
	<b>To improve the quality of the implementation of our writing strategy (Talk for Writing) through:</b> <ul style="list-style-type: none"> <li>Targeted programme of teacher development led by external and internal trainers/consultants. This will target the EYFS &amp; Year 1, Years 2-4 and Years 5&amp;6. By designing the training and development into phases it will allow us to adapt in the light of the children's learning needs.</li> <li>Attending online Talk for Writing training focusing on non fiction.</li> </ul>	All children will benefit as it builds on the work of Rosenshine and develops oracy as well as reading & writing. Monitor through EAL & PP progress.	<b>LM &amp; SM</b>	<ul style="list-style-type: none"> <li>Half termly book looks at hot tasks &amp; cold tasks.</li> <li>Regular, timely learning/inquiry walks / drop ins of spelling sessions.</li> <li>Over time: comparative judgement &amp; moderation.</li> </ul>	<b>£1305.48</b>	<b>£1661.52</b>
	<b>To improve the quality of teaching in all lessons:</b> <ul style="list-style-type: none"> <li>To embed Rosenshine's Principles across all teaching by implementing the Walk Thrus professional development toolkit</li> </ul>	All children in all curriculum areas will benefit as teachers reflect and improve their teaching using the principles of Rosenshine. This should impact most on children who are	<b>SM, PS, LM</b>	<ul style="list-style-type: none"> <li>Regular, timely learning/inquiry walks and drop ins and monitoring.</li> <li>The development of instructional next steps in coaching sessions.</li> </ul>	<b>£374</b>	<b>£476</b>

<b>Pupil assessment and feedback</b>	<b>Training, staffing and resourcing of the following assessments:</b> <ul style="list-style-type: none"> <li>• Breaking Barriers Numicon assessments</li> <li>• YARC diagnostic assessment</li> </ul>	<b>Breaking Barriers</b> is for one-on-one or small group intervention aimed at children aged seven onwards who need to revisit content or have individual programmes based on earlier curriculum content from KS1 ideas. This resource focuses on the early foundation concepts in maths first taught to children in year 1.  <b>Yarc:</b> Children are not fluent in reading and this is impeding their understanding of the text accurately identified and impact of Herts 4 Learning measured.	<b>LM &amp; DD</b>	<ul style="list-style-type: none"> <li>• Data derived from the assessments, pre and post intervention each term.</li> </ul>	<b>£86.68</b>	<b>£110.32 £115</b>
<b>Transition Support</b>	<b>Wellbeing embedded in the Curriculum:</b> <ul style="list-style-type: none"> <li>• To introduce and embed Jigsaw across the school.</li> <li>• A wellbeing team to ensure wellbeing is at the heart of quality first teaching.</li> <li>• Team Talk programme for target children in Year 5 and 6.</li> </ul>	All children and those in Y5/6 whose mental wellbeing was affected due to lockdown.	<b>DD &amp; KL &amp; RW</b>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• School well-being forms</li> <li>• DSL meeting minutes weekly</li> <li>• Liaison with FSW and Nurture Lead</li> <li>• This will happen termly.</li> </ul>	N/A	N/A
<b>Intended impact:</b> <ul style="list-style-type: none"> <li>• The intended impact is to raise the quality of learning and teaching in the areas which we have identified as having the most impact on improving pupil progress and greatest need due to the knowledge and skill deficit identified through our formative &amp; diagnostic assessments. By improving the quality of teaching through teacher professional development, we should be able to improve on lost learning by being effective in class and in identifying children quickly who have gaps which are preventing accelerated progress.</li> </ul>						
<b>Cost - Sub-totals</b>					<b>£2018.2</b>	<b>£3383.72</b>
<b>Total budgeted cost for Strand 1</b>					<b>£5402</b>	

## STRAND 2: TARGETED SUPPORT

Element of Strand <i>(eg, Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
<b>1:1 and small group tuition</b>	6 hours per week of 1:3 small group tutoring funding through NTP for 15 weeks in Years 3 and 4.	Lowest 20% and children who have been disadvantaged by Covid-19. Children who are not on track to make EXP due to lost learning in maths and reading.	RW	<ul style="list-style-type: none"> <li>NTP reporting process</li> <li>Entry and exit data</li> <li>In-school formative assessments</li> </ul>	-	£1100
	Academic mentor to work with small groups and 1:1.	Any child who has been impacted by COVID 19 as identified by class teacher assessment.	RW	<ul style="list-style-type: none"> <li>Mentoring reporting process</li> </ul>	-	£3800
	1 hour a week from HLTA maths specialist – overlearning or pre-learning as determined by the teacher for 15 weeks in Year 5 & 6.	Lowest 20% and children who have been disadvantaged by Covid-19. Children who are not on track to make EXP due to lost learning.	PS & DD	<ul style="list-style-type: none"> <li>Entry and exit data</li> <li>In-school formative and incremental summative assessments</li> </ul>	-	£450
	Extend the school day to support children in KS2 & KS1 to catch up with reading.	TAs & T to extend the school day by 30minutes to support key disadvantaged children in reading	LM	<ul style="list-style-type: none"> <li>In-school formative and incremental summative assessments</li> </ul>	PP budget	-
<b>Intervention Programmes</b>	Herts for Learning	Children in Years 3-6. Children who's ability to comprehend is impeded by their prosody and fluency as identified by the SVR.	LM	<ul style="list-style-type: none"> <li>Entry and exit data from YARC.</li> <li>Summative assessments.</li> </ul>	-	£200
	Numicon – Breaking Barriers (Numicon resources)	Children in Years 1 and 2 who need to secure their number sense.	DD	<ul style="list-style-type: none"> <li>Entry and exit data from beginning of the intervention.</li> </ul>	-	£200
	Trained TA in the afternoon to deliver phonics Interventions for those not on track to pass the PSC	Children in Years 1-3	HI	<ul style="list-style-type: none"> <li>6 weekly RWInc assessments &amp; PSC throughout the year.</li> </ul>	PP budget	
	Precision Teaching training for all TAs & Teachers by Educational Psychologist. (Summer term due to COVID restrictions)	All children who need an intervention will benefit from the improved practice of precision teaching.	RW	<ul style="list-style-type: none"> <li>Learning walks to monitor the delivery of interventions in the summer term for this strand.</li> </ul>	-	£200
<b>Intended impact:</b>						
<ul style="list-style-type: none"> <li>The intended impact of these interventions will be to target/precision teach children the knowledge and skills which they have missed due to Covid-19 using well-resourced intervention programmes.</li> <li>The impact will be that the identified children will make rapid progress and recover lost learning in order to catch up to ARE.</li> </ul>						
<b>Cost - Sub-totals</b>					-	£5950
<b>Total budgeted cost for Strand 2</b>						£5950

### STRAND 3: WIDER STRATEGIES & RESOURCING

Element of Strand <i>(eg, Access to technology)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
KS2 Reading Scheme	Purchase a scheme which ensures children are reading books which develop their fluency and are able to take them home to practice.	All children in KS2 will benefit as there is currently a very old scheme where the banding is unclear. This will enable children to read books at their decodable level.	LM	<ul style="list-style-type: none"> <li>Listening to chn read in their sessions with T and TA spring term/summer term.</li> <li>Tracking data on of book band on Insight each half term.</li> </ul>	£1320 (PP)	£1680
Books for the Library	Purchase more quality literature for the library which has limited supply.	All children will benefit by having good quality, exciting literature to choose from.	LM	<ul style="list-style-type: none"> <li>Pupil &amp; parent &amp; staff voice</li> </ul>	£308(PP)	£400
Access to technology	To purchase devices and software to enable children to learn remotely at home and for teachers to prepare the children to learn remotely.	Children who do not have access to technology at home. All children with regards to their remote learning provision and offer.	PS	<ul style="list-style-type: none"> <li>Audits</li> <li>Pupil / parent surveys</li> <li>Training and feedback from staff</li> </ul> October & Review February	-	£100
CGP Books	To support children's remote learning and targeted teaching.	Children in Year 6 Those receiving targeted teaching Those without access to technology at home	AP	<ul style="list-style-type: none"> <li>In-class use</li> <li>Pupil voice.</li> <li>Mock SATs</li> </ul>	£88 (PP)	£112
Subscriptions	To support children's remote learning and the effectiveness of teaching in the classroom. <ul style="list-style-type: none"> <li>Mathletics</li> <li>Testbase</li> </ul>	All children Year 1-6	DD LM	<ul style="list-style-type: none"> <li>Levels of engagement with mathematics.</li> <li>Use of testbase to develop learning aligned with curriculum evident in planning</li> </ul>	£452.32 (PP)	£575.58
<b>Intended impact:</b> <ul style="list-style-type: none"> <li>The intended impact is also to ensure that all children are adequately prepared and resourced to learn remotely at home if necessary.</li> <li>Additionally, the impact will be on the quality of the books from the library that the children take home to read &amp; the well targeted books to develop fluency in reading that the children use to develop these skills.</li> </ul>						
<b>Cost - Sub-totals</b>					<b>£2168.32</b>	<b>£2867.58</b>
<b>Total budgeted cost for Strand 3</b>					<b>£4727.90</b>	

### Financial Summary

<b>Cumulative Sub-total for all strands</b>	<b>£4186.60</b>	<b>£12,201.30</b>
<b>Total budgeted cost for all strands</b>	<b>£16387.90</b>	