



# BLEAN PRIMARY SCHOOL

## CATCH-UP FUNDING STRATEGY – SPRING 2021

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The Government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.	
Total numbers of pupils on roll	430
Proportion of Pupil Premium from year R- 6	12%
Proportion of SEND pupils	9%
Catch up allocation	£34 560
Delivery	The majority of the Spring term was subject to remote learning. Catch-up provision was on hold during this time.
This document published	March 2021
Review date	April and July 2021
Governor monitoring responsibility	Rogério de Lemos (Chair of the Learning and Development Committee)

## **Rationale**

Our approach during the remote learning experience can be found in our evaluation of this time. For the return to school on March 8<sup>th</sup> the philosophy has been as follows:

### **Philosophy:**

Each child's experience is unique. The return to school on March 8<sup>th</sup> will therefore be about using adult expertise to build on what the children already know, address any needs/gaps and challenge pupils whose learning may be secure. Our child-centred approach remains the same. This stage is about gaining a profound understanding of each pupil through expert formative assessment approaches so we have a clear picture of what the children know and can remember. This is important because we want the children to have sequenced understanding and knowledge, minimising any gaps that present themselves in the children's learning. We will teach, assess, review and provide many opportunities for the children to practice, without introducing new content. At the end of term 4, we want a very clear picture as to what pupils know and recall, explored in detail at Pupil Progress Meetings.

Our approach for catch-up continues to use a three-tiered approach, like our approach for the expenditure and provision for the Pupil Premium, reinforced by the Education Endowment Fund (EEF). Plans are for the current Spring term, from March 8<sup>th</sup> onwards and will then be reviewed, evaluated, and updated for the summer term. There is the need for this plan to be flexible due to potential further school closures of pods/year groups or whole school. This will be detailed in the evaluation, as necessary.

strand 1 – Teaching

strand 2 – Targeted Academic

strand 3 – Wider strategies

Some strategies and approaches are not at an additional cost to the school, but we have included them as they set out what is necessary in order to support the pupils in their return to school and to help them catch up. Where appropriate we have indicated where there is a cost in time or for staff to be released, which is covered internally. This is in order to provide an overall picture of the school's priorities, which will be reviewed at the end of April and July.

## **Priorities**

- The physical and mental well-being of our pupils remains our highest priority, along with school attendance.
- To raise the attainment of all pupils, removing barriers created through school closures.
- To ensure pupils who are eligible for the Pupil Premium and those with SEND catch up and are provided with an ambitious and broad curriculum.

## **Overview of context for Spring – evaluation points**

- Baseline information was collected for all children through a variety of observations and formative assessments during the 1<sup>st</sup> part of Term 1.
- Data collected and submitted onto Target Tracker was determined by class teachers' professional judgements based on classwork, observations and both formative and summative assessments from term 2 and we have been able to look at progress from the baseline data.
- All pupils had access to technology during the remote learning period and whilst we know each family's experience was unique, the feedback from parents has demonstrated that they were thankful of the flexible approach offered by the school, along with a timetable and a mixture of synchronous and asynchronous teaching.

### Teaching – Spring Terms 3 and 4

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
1.1	Same day intervention planned across all classes with a focus in Maths	As gaps emerge, we want them to be addressed systematically through same day/next day intervention via the use of Learning Zone.	Delivered by Class Teacher daily. On class timetables.	Pupils catch-up and maintain supported so that they do not develop gaps in their learning.	(Timetabled)	Maths was taught daily as per the timetable during the remote learning sessions and feedback provided via Google Classroom. Children received a range of synchronous and asynchronous learning.  Data up to Term 4 demonstrates that:

						<table border="1"> <thead> <tr> <th><b>Maths</b></th> <th><b>Term 4 % expected or above</b></th> <th><b>Term 4 % above expected</b></th> <th><b>Term 4 Attainment % EXS</b></th> <th><b>Term 4 Attainment % GDS</b></th> </tr> </thead> <tbody> <tr> <td><b>Year R</b></td> <td></td> <td></td> <td>72</td> <td>14</td> </tr> <tr> <td><b>Year 1</b></td> <td>85</td> <td>5</td> <td>85</td> <td>24</td> </tr> <tr> <td><b>Year 2</b></td> <td>88</td> <td>31</td> <td>75</td> <td>42</td> </tr> <tr> <td><b>Year 3</b></td> <td>68</td> <td>16</td> <td>63</td> <td>18</td> </tr> <tr> <td><b>Year 4</b></td> <td>91</td> <td>30</td> <td>86</td> <td>33</td> </tr> <tr> <td><b>Year 5</b></td> <td>82</td> <td>18</td> <td>74</td> <td>37</td> </tr> <tr> <td><b>Year 6</b></td> <td>100</td> <td>16</td> <td>87</td> <td>50</td> </tr> </tbody> </table> <p>Data indicates that although progress has been made across all year groups (with significant above expected progress in Year 2 and Year 4) there are some children who have not made expected progress over the Spring Term. The Maths project will enable us to close the gaps for many of the pupils (especially in Year 3) who are not quite where they should be.</p>	<b>Maths</b>	<b>Term 4 % expected or above</b>	<b>Term 4 % above expected</b>	<b>Term 4 Attainment % EXS</b>	<b>Term 4 Attainment % GDS</b>	<b>Year R</b>			72	14	<b>Year 1</b>	85	5	85	24	<b>Year 2</b>	88	31	75	42	<b>Year 3</b>	68	16	63	18	<b>Year 4</b>	91	30	86	33	<b>Year 5</b>	82	18	74	37	<b>Year 6</b>	100	16	87	50
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<b>1.2</b>	<b>Increased 3<sup>rd</sup> session of PE / Games each week and a daily run</b>	<b>Pupils lack of sustained physical exercise during school closure period.</b>	<b>Class teacher Timetabled</b>	<b>Pupils experience increased physical fitness and stamina contributing to a healthy lifestyle.</b>	<b>(Timetabled)</b>	<p>During the remote period children were encouraged to partake in arrange of physical activities and learning.</p> <p>From March 8<sup>th</sup> we continued to increase physical fitness to 3 sessions per week and a daily</p>																																								

						run/skip/jump. This will need to continue throughout the Summer term.
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**Targeted academic- Spring Terms 3 and 4**

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
2.1	To ensure our youngest pupils continue to make a good start to Primary school life, after missing Nursery opportunities.	Pupils have had limited access or no access to nursery provision since the national lockdown. Early Years lead to provide additional provision to groups of pupils to address any gaps that have emerged.	Early Years Leader using 2 afternoons of Management time to work with the children. (From wk beg March 8 <sup>th</sup> 2021)	90% of pupils meet GLD 35% of pupils are exceeding. Pupils are ready for year 1 in terms of PSE outcomes and have developed executive functioning skills.	£1416.40	<p>The pupils were offered two live lessons a day during the school partial closure in Terms 3-4. Parents were given a variety of resources to aid their child's learning at home alongside support from the class teachers via Google classrooms, Email and in some circumstances, phone calls to offer guidance. Feedback on learning was completed via Tapestry and was monitored daily by the class teachers.</p> <p>Since returning to school during Term 4, the pupils were assessed using a variety of observations, phonics checklists and The Leuven Wellbeing and involvement scores. Pupils who were assessed at having gaps in their learning were included on the class Provision Map.</p> <p>The EYFS leader is working on Catch - Up interventions two afternoons a week to support the narrowing of these gaps.</p> <p>Currently the area of learning which is assessed as having the lowest percentage of pupils working at ARE is 'Writing' (61.7%) so the writing teaching has been adapted to introduce individual writing books with an emphasis on presentation, Phonics and</p>

						pupils taking pride and ownership of their work. Alongside this we have included various interventions to support pupils who need further support to address gaps in their writing.															
2.2	To improve standards in Writing in Years 3,4, 5 and 6.	Baseline data and ongoing use of formative assessment demonstrates that too many pupils have fallen behind in Writing. Therefore, a proven technique of Writing Conferencing will be used across Key Stage 2.	Teaching Assistants and CT time.	Through stimulating, purposeful writing experiences, children are encouraged to develop key writing skills and develop a love of writing. The proportion of pupils meeting the expected standard is at least 85% in years 3, 4 and 5, with at least 30% working at Greater Depth. Targets for Year 6 are higher with 92% at expected and 40% greater depth.	(timetabled)	<p>Writing was promoted and increased expectations during the remote learning sessions and feedback provided via Google Classroom.</p> <p>Data (progress up to the end of term 4)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Expected progress</th> <th>Above expected progress</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>66%</td> <td>8%</td> </tr> <tr> <td>4</td> <td>88%</td> <td>33%</td> </tr> <tr> <td>5</td> <td>87%</td> <td>36%</td> </tr> <tr> <td>6</td> <td>100%</td> <td>27%</td> </tr> </tbody> </table> <p>Writing stamina has dipped upon return to school. Whole school writing project to be undertaken upon our return in Term 5 to raise the profile and promote sustained writing. Focused Writing Conferencing in Year 3 to begin targeting the children working just below expectations.</p>	Year	Expected progress	Above expected progress	3	66%	8%	4	88%	33%	5	87%	36%	6	100%	27%
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2.3	One-to-one tutoring in Reading	Not making any progress in Reading and this is causing barriers in accessing the wider curriculum in Year 3.	Inclusion Manager 4 times per week of 30 minutes for 4 weeks	Accelerated progress is made due to high quality, regular intervention, reinforced by classroom practice.	£550.20	There has been a marked difference in confidence of the reader through delivering 1:1 tuition for Reading. The approaches align with those used by the class teacher and we are now using a whole word approach to teach reading. There has been an increase in accuracy of reading focus sight words. There is also evidence of trying to read in other areas															

of the curriculum, such as maths and this will ultimately increase access to the wider curriculum.

**Wider strategies – Spring terms 3 and 4**

	Action	Why?	Delivered by / timing	Desired outcome	Cost	Evaluative notes
3.1	Science books for home learning (remote learning if necessary)	Catch-up in Science learning to make up part of home-learning via CPG workbooks for years 2-6. These will also be used in the event of remote learning.	Class Teachers	Pupils have the opportunity to review key knowledge in Science and practise in a knowledge-based workbook.	Already costed from Autumn term.	The books have been sent home relating to specific topics in the event of class closure to support remote learning and reinforcement of science knowledge.
3.2	Proportion of ELSA (Emotional Literacy Support) time supports pupils who have found the return to school a challenge. <i>Resource pack created for all Class Teachers to support alongside this strand.</i>	Individual pupils, whose needs cannot be met through whole class teaching, require bespoke strategies and attention to deal with reduced levels of anxiety and well-being.	ELSA trained specialist.	Through support and taught strategies pupils feel equipped to deal with a wide range of emotions such as, worries, anger, upset.	Time for Supervision for ELSA  £234.60	Project Salus was offered and 6 children signed up for this, it was a virtual programme and it ran for 4 weeks beginning 9 <sup>th</sup> March until 30 <sup>th</sup> March.  Observations by the Parent Pupil Mentor who sat in on the sessions reported that the selected children were able to learn and use some useful techniques and had the space for reflection.
3.3	Access to CHATTS (Children and Adult Talking Therapy Service)	Pupils needing the support of a trained Counsellor will be provided with bespoke support	CHATTS – outsourced. Weekly sessions.	Through targeted support pupils feel equipped to deal with a wide range of emotions	£570.00	Children who accessed CHATTS counselling during the spring term self-assessed their wellbeing as 6 (scale 1 is lowest) at the start of their sessions

	To support key pupils' mental health and well-being	through CHATTS, as a registered NHS provider for children.		such as, worries, anger, upset.		and this increased to an 8 at the close of intervention.															
3.4	Attendance support for pupils, including lateness (Parent Pupil Mentor) and setting of home-learning during periods of self-isolation.	<p>Pupils' attendance at school needs to be reviewed in terms of monitoring systems to ensure accurate data is collected e.g. lateness with staggered starts to maintain high standards of punctuality.</p> <p>Remote learning rationale needs to be clear as to how we will support pupils during periods of self-isolation and/or school/class closure.</p> <p>Good attendance and punctuality link directly to achievement.</p>	Parent Pupil Mentor	<p>Attendance remains high and as a result pupils do not develop gaps in their learning.</p> <p>High standards of punctuality are maintained, despite COVID situation and this results in pupils not missing pastoral / learning time.</p>	<p>Time to review adjusted mechanisms.</p> <p>Parent Pupil Mentor – planned time each morning.</p> <p>£1490.74</p>	<p>Working remotely to identify families that were finding lockdown quite challenging, checking in with them and overcoming the barriers to learning.</p> <p>We developed systems to track attendance during the remote learning period and worked closely with families needing support.</p> <p>Since March 8<sup>th</sup> attendance figures demonstrate that that overall attendance is currently 98.3%</p>															
3.5	Access to online Reading Scheme along with reading books	Due to reading book rotation and pupils self-isolating without sufficient notice, an online reading book provision has been purchased to maintain reading at home.	Reading Lead Class Teachers	No pupil is disadvantaged through limited access to physical books or online system and as a result make good progress in Reading.	Annual costing noted in Autumn expenditure.	<p>Reading data demonstrates that:</p> <table border="1"> <thead> <tr> <th>Reading Progress</th> <th>Term 4 % expected or above</th> <th>Term 4 % above expected</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>81</td> <td>9</td> </tr> <tr> <td>Year 2</td> <td>93</td> <td>31</td> </tr> <tr> <td>Year 3</td> <td>66</td> <td>8</td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> </tr> </tbody> </table>	Reading Progress	Term 4 % expected or above	Term 4 % above expected	Year 1	81	9	Year 2	93	31	Year 3	66	8	Year 4		
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3.6	To further develop self-regulation and metacognition	Inclusion Manager to train, rollout and embed the use of Zones of Regulation with all staff.	Inclusion Manager	Consistent use of the zones support the children in self-regulating and an improvement is observed in levels of independence.	Staff training and resources.  £500	<p>After initial whole staff input on the 5<sup>th</sup> March staff began to implement Zone of Regulation within classrooms. This has initially had a positive impact on children after a follow up discussion. Staff report that the Zones of Regulation Framework has given children the language and visual clues to begin to express their feelings. Some of our EYFs children have been able to use the languages and visuals of the Zones to express they are feeling angry and use a strategy from a given small selection to self-regulate.</p> <p>The next step for this will be to begin individual lessons and feed the Zones of Regulation into the behaviour policy.</p>
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