

Goosewell Primary Academy

Summary of Catch-Up Strategy

School information			
School	Goosewell Primary Academy		
Academic Year	2020 - 2021	Catch-Up Funding Received 2020-21	£28,115
Total number of pupils	490	% Disadvantaged Pupils	13%

Contextual Information (if any)
During the lockdown we had a high level of engagement through the use of lessons on YouTube and MS Teams and Tapestry. Teaching remained on track, as if the children were in school, however, it is clear that the depth of learning was not as embedded as if the children were in class. Baseline assessment has allowed teachers to plug gaps while continuing to follow our ambitious curriculum.

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
1	Baseline all pupils, identify gaps in learning across the school. Specific focus on KS1 and Y6
2	Maths has been identified as our weakest area
3	Baseline phonics and ensure there is a catch-up programme in place for all affected children
4	Ensuring our Year 6 children meet national standards in RWM and combined
5	Effective home/virtual learning strategy established for children who have to self-isolate or who are waiting for test results
6	Develop an effective CPD programme for TAs across the school

Summary of Expected Outcomes <i>(what you are hoping to achieve)</i>	
1	Autumn 2 assessments demonstrates a closing of the gap to end of year targets, with Spring assessments showing children are in line with their targets

2	Maths in all year groups to be on track for end of year targets which are in line with KS2 expected outcomes
3	Year 1 phonics is in line with national as is Y2. Y3 children
4	Year 6 children meet and exceed national standards in RWM
5	Home learning strategy established and effective in all year groups.

Strand 1: Teaching and whole-school strategies (Supporting great teaching, pupil assessment and feedback, transition support)

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)
Effective feedback policy developed to reflect the constraints of covid preventative measures	All	Children respond effectively to feedback from adults in their class	BN	Book monitoring and feedback from children and teachers	n/a	n/a
Detailed monitoring timetable is implemented to monitor all areas deemed as a priority	All	There is a closing of the gap with most children on track to meet EOY targets by spring assessment	SLT	See monitoring timetable	n/a	n/a
KS1 – afternoon phonics session using speed sounds to reinforce morning session	KS1	Accelerated progress in phonics	KH	BN/KH	n/a	n/a
Assessments followed by Pupil Progress Meetings every 6 weeks	All	Teachers know their children and support can be reviewed to ensure the correct children are focused on	JG	Use of O Track	n/a	n/a

Cost	£0	£0
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Strand 2: Targeted support (1:1 and small group tuition, intervention programmes, extended school time (before and after school interventions))

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)
Supply teacher employed 1 day to release Teacher in Y2 to teach small groups to deliver intensive tuition to small groups of children. Nov 2 nd – Feb 12th	Y2 GDS, EXS, WTS children who have slipped back	All children targeted to meet EOY target	BN	Reviewed at end of Autumn 2, Spring 1 Data & progress from PIRA/PUMA/GAPS/SATs		£2520
Supply teacher employed 1 day to release HLTA in Y6 to teach small groups to deliver intensive tuition to small groups of children. Nov 2 nd – March 31st	Y6 GDS & EXS children who have slipped back	All children targeted to meet EOY target	LC	Reviewed at end of Autumn 2, Spring 1&2 Data & progress from PIRA/PUMA/GAPS/SATs		£3800
HLTAs and TAs (6 adults) are employed to deliver small group (max 5 children) tuition across Y3/4/5 after school for 1 hour Nov 2 nd – March 31st	Y3/4/5 GDS & EXS children who have slipped back	All children targeted to meet EOY target	ML/ LC	Reviewed at end of Autumn 2 Data & progress from PIRA/PUMA/GAPS/SATs		£1621
Employ part-time Year 6 teacher additional 2 days a week to deliver intensive tuition to small groups of children. To begin in January. Jan 1 st – March 31st	Y6 GDS & EXS children who have slipped back	All children targeted to meet EOY target	LW	Reviewed at end of Spring 1 & 2. Data & progress from PIRA/PUMA/GAPS/SATs		£5416

Employ part-time Year 2 teacher additional 2 days a week to deliver intensive tuition to small groups of children in KS1. Nov 2 nd – Feb 12th	Y2 GDS & EXS children who have slipped back compared to EYFS data	All children targeted to meet EOY target	LW	Reviewed at end of Autumn 2 & Spring 1 Data & progress from PIRA/PUMA/GAPS/SATs		£5677
Employ part-time teacher in Reception class an additional 1 day per week to deliver intensive tuition to small groups Nov 2 nd – Feb 12th	Children in Reception who have come to school well below where they should be	On track for GLD	EH	Monitoring		£2808
Post initial phase of targeted support, once reviewed, additional support will be allocated through the deployment of HLTAs after school or in school support with part-time teachers	To be reviewed	Meet EOY targets	JG	Monitoring		£4100
					Cost	£25,942

Strand 3: Wider Strategies (Supporting parents and carers, access to technology, holiday support)						
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)
Tapestry to be used for Reception children who are self-isolating or waiting at home for test results. Input from class teachers and TAs uploaded at various point through the day. Children are able to interact using Tapestry.	Reception Class	Children continue to feel as if they are a part of the class. Children able to continue learn while being at home	EH	Feedback from teachers and families	£0	£0

YouTube lessons used for KS1 children who at self-isolating or at home waiting for test results. Three lessons are uploaded each day	KS1	Children do not miss out on any learning and continue to feel like they are a part of the class	BN	Children will be monitored when they return to school	£0	£0
Using MS Teams, KS2 will access 'Live Lessons' if they self-isolate or are awaiting test results	KS2	Children do not miss any learning and continue to feel like they are a part of the class	LC	Children will be monitored when they return to school	£0	£0
Parents are supported if they have limited access to technology that might stop their children accessing lessons. iPads and computers supplied on a needs basis	All school	Children are able to access lessons	JG	Children will be monitored when they return to school	£0	£0
Purchase of MyMaths online maths programme to replace weekly maths homework while giving Y6 the ability to have daily maths homework	KS1 & KS2	High quality maths provision at home leading to improved outcomes in class	LM	Scores on MyMaths to be reviewed by class teacher. Review assessment data at end of each	£399	n/a
Children who have been identified as needing extra support will be offered a place at holiday club	Individual children across the school	Improved mental health of children and reduction of pressure on family life	JM	Feedback from children		£500

Summary of impact & next steps