

## Summary of Catch-Up Strategy

School information			
<b>School</b>	High Street Primary Academy		
<b>Academic Year</b>	2020/21	<b>Catch-Up Funding Received 2020-21</b>	£13532
<b>Total number of pupils</b>	123	<b>% Disadvantaged Pupils</b>	83=68%

Contextual Information (if any)
<p>High Street is located in the most deprived area of Plymouth (Clarence Place) and one of the highest areas of social deprivation in the UK (ranked 163 out of 32,800). We have an extremely high number of disadvantaged children (68% FSM compared to 17% nationally) and families within the community are largely accommodated in social housing and in receipt of state benefits. Attendance is currently at around 97 – 98% and we work hard to ensure children attend regularly through EWO/FSW support and engagement with our more persistent absentee families. We have had a few instances of isolation (two families had travelled at the end of the summer which instigated a two week isolation period) but to date (10.10.20) there have been no positive cases of COVID at HSPA and few absences due to testing/awaiting results. Children have returned to school well overall and we are ensuring that we are meeting identified SEMH need in addition to supporting children through the application of the recovery curriculum. Our pastoral team is establishing (with the appointment of a DSO who began work on the 5.10.20) and they are working to ensure vulnerable families' needs are being met despite challenging times.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
<b>1</b>	To address identified gaps in learning through the targeted use of additional adults in and out of school hours for 1:1 catch up/interventions
<b>2</b>	To procure digital and practical resources to support vulnerable children
<b>3</b>	To provide CPD for all staff to ensure quality first teaching
<b>4</b>	To ensure staff wellbeing and pupil wellbeing needs are being met

Summary of Expected Outcomes (what you are hoping to achieve)	
1	Progress for ALL children will be rapid and sustained
2	Parental feedback shows that all children are able to access remote learning opportunities
3	Staff appraisal targets around quality standards and a good level of teaching will be met
4	Higher levels of engagement and absence from children and adults within the school

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)
Design CPD to support quality first teaching – outsource to provider e.g. Osiris Total Quality Teaching	All pupils	All teachers observed to be 'good' by December 2020	SB	Lesson Observations Book Looks Data Trawls Pupil Voice Monitoring completed every two weeks	£1000	
Support staff wellbeing – create a wellbeing champion – release half a day every term to create a focus for 'golden week' each half term (Nov – July)	All staff	Staff wellbeing is good Staff absence is reduced	CP	Staff voice Less staff absence Absence data collated weekly	£500	
Support pupil wellbeing – ELSA training for designated support and pastoral staff x 2	All pupils	Pupil wellbeing is good Attendance and engagement is improved	CP	Pupil voice Collected weekly Behaviour incidents reduced CPOMs behaviour incidences reduce week on week	£1000 (£500 per delegate)	
<b>Cost</b>					<b>£2500</b>	

**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)
Retain a class teacher three mornings a week within KS1 setting for phonics and early reading intervention/ 1:1 catch up (Nov – April /20 Weeks)	Use of RWI assessments to identify gaps – groups/pupils will be identified at each assessment point	Targeted pupils to make better than expected progress in RWI groups  89% of Y1 children to pass the phonics screening check  70% of Y2 children to pass the phonics screening check	SH	Assessment data and gap analysis At data collection points (termly and at end of year)	<b>£6000</b>  <b>(£100 p/d)</b>	
Utilise school staff for targeted after school and preschool intervention programs (Nov – April/20 weeks)	GAP analysis from data point 1 will highlight children requiring intervention/areas of need	Good progress secured for targeted pupils  Overall levels of children working within their POS is improved	SB CP SH	Assessment data and gap analysis At data collection points (termly and at end of year)	<b>£3000</b>  <b>(£15 per hour twice a day)</b>	
<b>Cost</b>					<b>£9000</b>	

### 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)
Provide chrome books and dongles to the most vulnerable families (x10)	Disadvantaged families who have no access to technology or the internet – identified via parent survey	Targeted children address gaps in learning and make better progress	SB	Data Parent Voice Pupil Voice Level of engagement/ use Collected at end of each term	<b>£2000</b>	

