

# Marlborough Primary Academy

## Summary of Catch-Up Strategy

School information			
School	<b>Marlborough Primary Academy</b>		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£12,777
Total number of pupils	124	% Disadvantaged Pupils	60/124 = 48%

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
<b>1</b>	Whole school focus through the Recovery Curriculum establishing relationships with pupils, parents and staff focusing on mental health and well-being so that pupils are in a position to refocus on learning, parents are engaged and staff are supported to meet the needs of the school community, while maintaining good mental health.
<b>2</b>	CPD for Class teachers and TAs focused on teaching strategies to support pupils to achieve the best outcomes, while maintaining a Covid19 safe environment.
<b>3</b>	From the baseline data we know that: The new Reception class baseline identifies that the cohort are working well below the expected standard in all areas. The Phonics baseline results for the Year 1s returning in September demonstrates that the majority of the children remain in band A, with 2 in band B. The Year 1 Maths baseline, identifies that all of the children remain working towards the ELGs, with some working 2 years behind ARE. The Year 2 baseline in Maths and Reading identifies that the pivotal group need to make accelerated progress to get to ARE. The baseline assessments for all the Year groups in KS2, identifies the majority of the children are not working at the age related expectations. In order for the pivotal children to make rapid progress and get to ARE they require interventions in reading, writing and maths. Fresh Start/ ECM support for weaker writers, Every Child a Counter.
<b>4</b>	To ensure that all disadvantaged pupils have access to appropriate hardware/connectivity at home in order to access 'Remote Learning' if required. To support parents with the challenges of supporting their children with remote learning, especially where they have more than one school aged child at home.
<b>5</b>	To develop further the 'Remote Learning' in order for pupils who are at home are accessing consistent learning and the school is well prepared for further local lockdown, bubble closure or individual isolation of either the staff or pupils.

### Summary of Expected Outcomes (*what you are hoping to achieve*)

<b>1</b>	The children will have experienced loss of Routine, Structure, Friendships, Opportunity and Freedom, a consequence of which may have created Anxiety, Attachment issues, Bereavement and Trauma dependent on their circumstances. We want to support them on their return through a Recovery Curriculum, with kindness, compassion and a sense of hope. We want to be able to make support bespoke for each child dependent on their own personal experiences through lockdown and school closure. Restored good mental health for the whole school community (Parents/Staff and Children) so all are equipped with strategies to feel positive about the future.
<b>2</b>	Developing teachers' pedagogy around quality first teaching; with a particular focus on review, modelling and questioning will have a significant impact on outcomes for all pupils. This will be checked and verified through the monitoring plan and will be the focus for the Autumn terms. Quality standards will be developed for what 'good' teaching and learning looks like in a Covid19 safe environment.
<b>3</b>	We expect most pupils will catch up with quality first teaching and get to where they need to be by making accelerated progress. Those that won't (based on an in-depth analysis of baseline assessment) will fall into 2 groups; those pupils across the school that need interventions in phonics, reading comprehension, writing and maths, and those that will need intensive, prolonged support both emotionally and cognitively. This is where we are going to spend our catch up funding. This will be split between the employment of a member of staff who will work with the Year 1 cohort for phonics and number, and Year 2 pupils 1:1 and in small groups on an intensive catch up programme during the morning sessions, and the use of existing staff, some working additional hours to support interventions for phonics through Read Write Inc small group and 1:1 tutoring, Fresh Start and in Maths with Every Child a Counter and bespoke Maths and Writing support programs in KS2. The Catch Up funding will also be used to purchase some of these resources not currently in school e.g. Fresh Start.
<b>4</b>	Through Reach South Trust wide approach in the pursuit of Government funding, all pupils without the appropriate hardware/connectivity at home will have the appropriate technical equipment in order to access remote learning, as and when this would be required. This may require an application to use the school's reserve funds. Through collaboration with other schools in the Trust develop support for parents in helping their children access remote learning.
<b>5</b>	Through collaboration across the Trust, all Class Teachers will be in a position to deliver quality learning for pupils remotely.

### 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)
<p><b>Transition Support –</b> Staff supported through online CPD and INSET (3<sup>rd</sup> September) with understanding the impact of the Lockdown period on pupils, parents and their own mental health. Development and use of the Recovery Curriculum September 2020 shared with all staff in Summer 2 2020. Use of Jigsaw Recovery PSHE planning for Autumn 1. Through Parents Survey July 2020 – school has identified pupils that have been impacted on</p>	All pupils	Staff are able to assess their own mental health and understand strategies/actions they can use to make them feel mentally well. Staff have the tools to be able to support pupils with developing strategies to improve mental well-being.	HT/Safeguarding Team/PSA	Parents Survey – identify pupils. Weekly 'Check in' with Key members of staff supporting identified children. HT to meet with staff 1:1 to monitor their mental health and well-being. PSA supporting parents – sign posting support	£0	£0

negatively by lockdown and put 'key person' support in place.				programs and 1:1 catch up sessions.		
<b>Supporting Great Teaching –</b> HT and ASL will develop Quality standards for what 'good' teaching looks like in the current climate. Through INSET Class Teachers and TAs will use strategies to ensure Quality First Teaching in a Covid19 Safe environment.	All pupils	Teacher and TAs pedagogy is developed through agreed quality standards leading to improvements in learning in whole class, groups and 1:1 teaching.	HT/ASL	Monitoring 3 x per half termly drop in observations.	£0	£0
ELSA trained support staff. Pupils identified during establishment phase to work 1:1 or in small groups around self-regulation of emotions. Advice and support from the school's Educational Psychologist as required.	Disadvantaged pupils who have been identified as a concern with regards to wellbeing etc.	Pupils' mental wealth is restored. Pupils feel ready to lean and have adopted self-regulation strategies	SENDCO	Monitoring 3 x per half termly	£0	£0
Identified children and families who require support are referred to MAST family worker support (September 2020). Support sought by SENDCO with the school's Educational Psychologist.	Those families will children struggling with the return to full time education from September 2020.	Parents and children are able to make positive steps towards recovery post Lockdown.	SENDCO	Family Worker reports from EP weekly.	£ MAST already accounted for in school budget	£0
<b>Cost</b>					£0	£0

<b>Strand 2: Targeted support (1:1 and small group tuition, intervention programmes, extended school time (before and after school interventions))</b>						
<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Expected Impact</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>
Through the Ilsham English Hub Partner School Support, Read Write Inc training for the Class Teachers and TAs delivering RWInc. Training will be led by the HT and Reading Leader through the online portal – September 2020.	All EYFS, KS1 and those pupils identified requiring RWInc Intervention/Fresh Start in KS2.	The children will progress through the RWInc phonics program at the expected rate of progress.	MP/HT	Through the ½ termly assessments.	£0	Funded by Ilsham English Hub/DFE
Early Language Intervention - Nuffield Registered & been accepted for Nuffield Early Language Intervention training for Reception Teaching Assistants	Reception pupils who's baseline assessment in Communication and	Support improves outcomes in CLL for Reception class children.	MP	Feedback from pupils Analysis of data EYFS observations	£0	£0

	Language is below expected					
Additional teacher in the EYFS/Year 1 class to deliver RWInc Phonics sessions including 1:1 tutoring and Maths support with Number for 4 mornings weekly for the Autumn 2, Spring 1 & 2 terms.	EYFS/Year 1 Class	Accelerated rates of progress for EYFS/Year 1 in line with expected progress through the RWInc program dependent on baseline and specific SALT needs. Pupils progress in Maths is accelerated to get them closer to ARE by the end of the academic year.	MP	Analysis of the Phonics data each ½ term and observations by the EYFS/KS1 Lead.		See next row
Additional teacher to support the pivotal group of pupils in Year 2 with Reading and Maths for 1 morning per week for the Autumn 2, Spring 1 & 2 terms.	Pivotal Year 2 Group.	Pivotal group are back on track and at ARE by the end of the academic year.	MP/ASL	3 x monitoring drop in observations by ASL ½ termly. Termly Teacher Assessments.	£0	£3325 per Autumn 2 £5510 Spring 1 & 2
Additional hours with KS2 Class teacher to support KS2 pupils with Reading Comprehension, Maths and Writing 1:1 intervention/tutoring.	Identified pupils in KS2 from baseline test assessments and Teacher Assessments.	Accelerated rates of progress for the identified pupils across KS2 classes.	HT/AB	3 x monitoring drop in observations by HT Test data analysis Teacher assessment analysis. Monitoring of children's books/evidence.	£0	£1330 Autumn 2 £2280 Spring 1 & 2
TAs recently trained in RWInc, to deliver interventions for RWInc Phonics and Fresh Start including 1:1 Tutoring to identified small groups and 1:1.	Identified pupils from the 3 KS2 classes.	Accelerated rates of progress to enable pupils who struggle with reading become readers.	HT	Analysis of the Phonics data each ½ term Monitoring of sessions by HT weekly.	£0	£200 (Fresh Start resources)
After school Phonics sessions to be delivered by EYFS and KS1 staff 1 x weekly.	Those pupils in Year 1 and 2 who have been identified as pivotal.	Pupils get to ARE in the Phonics Screening check in Dec/Jan – Year 2 and June 2021 for Year 1s.	MP	Analysis of the Phonics data each ½ term PSC data	£0	£0
Chrome Book and 3 Year license	To support SEND targeted pupils to Catch Up.	Targeted SEND pupils have access to appropriate support and make progress towards their individual targets.				£300
					<b>Cost</b>	<b>£12,765</b>

<b>Strand 3: Wider Strategies (Supporting parents and carers, access to technology, holiday support)</b>						
<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Expected Impact</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>
<p><b>Access to Technology -</b> School to ascertain which families in each class will do not have access to devices should there be another period of lockdown/if their child needs to isolate. With the support of Reach South Trust Director of Education explore the allocation of Government funding and the application for using the school's reserve funding to ensure that all disadvantaged families have access to the appropriate hardware/connectivity.</p>	Those children who do not have access to adequate hardware and connectivity.	Those children identified have access to remote learning and are able to complete online learning tasks, reducing the gaps in learning.	HT & PG (EBM) with Owen Thomas	Feedback from pupils. Assessment of Data.	Reserve Budget – TBC	£0 Additional Funding for hardware from Government ?
<p><b>Access to Online Learning –</b> Class Dojo and Purple Mash will be used as the online platforms. In the event of a child self-isolating or complete bubble/ school closure pupils will have access to current year group learning via slides, videos, live lessons where possible. HT/DHT to collaborate with other schools in the Trust and the Central Education team to ensure that we are using the best platform for Virtual Learning, in order to deliver remotely, quality teaching and learning. This may involve training from other colleagues across the Trust schools.</p>	All pupils	Pupils who are not able to be in school will not miss out on classroom learning and will have access to real teaching enabling them to continue to make progress and receive meaningful feedback from their teacher.	SMT	Class teachers will monitor levels of engagement from individual pupils and will be able to mark work. Impact will also be evaluated when analysing data.	£ Purple Mash already accounted for in school budget	£0
<p><b>Supporting Parents and Carers –</b> Ensure that all parents know how to access the online learning platforms and engage with it positively in order to support their child/ren. Computing Lead to prepare relevant information to Parents regarding online safety and remote learning access, via Class Dojo, letters/emails, virtual workshops for parents and support those who are struggling to access.</p>	All pupils	Parents are equipped to support their children with the accessing of the online learning on Class Dojo and Purple Mash.	BF	Class teachers will monitor levels of engagement from individual pupils.	£0	£0

Cost	unknown	unknown
------	---------	---------

**Additional Information** *(if required)*

**Impact Assessment** *(Describe the impact of your strategies) use this form for informing LGB*

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Impact

**Summary of impact & next steps**

