

Giles Junior School: Summary of Catch-Up Strategy



School information			
School	Giles Junior School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £18,000
Total number of pupils	343	% Disadvantaged Pupils	52%

Contextual Information (if any)
Giles Junior is a school with a very high level of need: disadvantaged 27%, FSM 24% and SEN 34%. Many families required support during lockdown with food, mental health and educational support. A range of online and paper based learning was set and staff rang every child at least weekly to support with their learning and any support they needed as a family. Year group emails were set up to further allow communication between parents and teaching staff. We had a total of 120 accessing school at times throughout the period of school's partial closure, which is approximately 38% of the school.

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
B.	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

Summary of Expected Outcomes	
A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect.
B.	By end of the Spring term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention, this may not be academic but could be a range of pastoral support as identified by the class teachers and fed back to the pastoral support team.
C.	Children who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	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)
Supporting effective teaching	Continued, thorough and focussed monitoring programme. Clear calendar for monitoring focused on key priorities and shared with staff. Training/CDP for staff as required.	Across all classes	SLT and Maths/English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	RS	Monitoring calendar in place and shared with all staff and DDOE. Observations recorded in writing for whole school feedback and for individuals. Meetings where support is required with actions and review date set.	£5,000	
Effective use of formative assessment to quickly identify and close gaps.	CW to lead INSET on a range of techniques which aim to support effective formative assessment at all points in all lessons.	Across all classes.	Focusing on these strategies and ensuring teachers are using them will allow us to focus on previous Ofsted recommendations to close gaps more quickly. Gaps will include those caused by school closure and other barriers which were present before.	CW	SLT to complete lesson observations as part of performance appraisal which is linked to School Improvement Plan to ensure this is being utilised during the initial return period. This will be done via the monitoring calendar.	Use of INSET time. Overtime for support staff.	
Catch up curriculum	Catch up curriculum for PHSE from the Jigsaw Scheme which is subscribed to. Purchase and implement the Back on Track package for English and Maths produced by HfL.	All classes.	This will have a significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID. Children will be ready for their next stage of learning. Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created.	CW (Maths) AF/LJ (English) SA (PSHE)	SLT to complete lesson observations as part of performance appraisal which is linked to School Improvement Plan to ensure this is being utilised during the initial return period. This will be done via the monitoring calendar.	£1,235 English £1,235 Maths Jigsaw budgeted and spent in last financial year.	
Cost - Sub-totals						£2,470	
Total budgeted cost for Strand 1						£2,470	

STRAND 2: TARGETED SUPPORT

Element of Strand	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)
Swift identification of gaps in reading and writing and maths.	Those children with the largest gaps will have baseline spelling assessments, HfL maths assessment and reading assessments completed in the first half term of the school year. Once identified specific interventions will be agreed.	Children who are working at "PRE". Those children who had the largest gaps prior to lockdown and require a specialised curriculum.	By identifying precise parts of the curriculum which are a barrier to progress those pupils will have a tailored curriculum which will help them progress more quickly through key statements which prevent them from accessing the content relevant for their year group. By catching up more quickly, they will be able to access the curriculum and therefore keep up by the end of KS2.	LW	Review of tracking information on a weekly basis. Meeting with year groups to set up learning. Pupils will be reassessed after four weeks to allow adjustments to be made quickly if not having the desired effect.	£0	
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff running them.	Children across the identified as needing support in English and/or Maths from assessments (see above strand)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	LW	Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Maps		£39 x 2 for 2 hours of specialised support per day for a group of 6 pupils in each year group. £1,560 per week for 6 weeks.
Targeted interventions for pupils who have the least time in school.	Having assessed as above additional support will be priorities in year 5 and 6. Additional learning support will be provided by an additional adult in both year groups.	Children in Years 5 to 6 identified as needing support in English and/or Maths.	Children will have additional support tailored to meet their needs. This will be blended with learning in class so they can be exposed to relevant year group content and then adapted to support closing the gap as quickly as possible to support them with transition to KS3.	RS	Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map		Full time member of staff allocated to year 6 for 5 mornings a week for 18 weeks. £10,530

Support for social, emotional, mental health	Art Therapy Nurture groups Interventions (1:1/small group) Learning mentors Referrals to outside agencies Resources (where required) Staff training	Pupils from across the school identified as requiring support.	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	AB	Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	Family support Worker hired 30 hours per week.	
Cost - Sub-totals						£23,679	£12,090
Total budgeted cost for Strand 2						£35,769	

STRAND 3: WIDER STRATEGIES							
Element of Strand	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)
Access to technology	Purchase of 30 additional Chromebooks so there are 30 in year 5 and 30 in year 6. Purchase of 24 chromebooks to allow every class to have 2 chromebooks accessible in every lesson.	Year 5 and 6. SEN pupils in individual classes.	Increased confidence in use of technology to support learning at home. Removal of barrier for those children who have hypermobility or poor motor skills which make writing inaccessible.	TB AC	Pupil progress meetings Engagement levels monitored through learning walks.	£14,000	
Effective tracking and monitoring of interventions	Devise a Spreadsheet to allow us to more quickly identify those requiring support, those who have had specific types of support.	All children	Central platform for the submission and tracking of interventions and provision.	AB	Baselines on recognised tests to be recorded, along with interventions being offered, progress reviews with teachers and any testing updates and impact to be evaluated.	Teacher time, not in addition to what is budgeted.	
Logins for Timetables Rock Stars and Spelling Shed or home use (already used in school)	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	LW LJ	At parents meetings ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.	TT RockStars and Numberbots £236.30 Spelling Shed £324	
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and tacking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	LJ	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.		
Cost - Sub-totals						£14,560	
Total budgeted cost for Strand 3						£14,560	

Financial Summary

Cumulative Sub-total for all strands	£40,709	£12,090
Total budgeted cost for all strands	£52,799	

Additional Information (if any)