

Little Hadham Primary: Summary of Catch-Up Strategy

School information			
School	Little Hadham Primary		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £5133.33
Total number of pupils	119	% Disadvantaged Pupils	15%

Contextual Information (if any)
<p>Little Hadham Primary is a small village school with 17% PP. However there were some families required support during lockdown with food, mental health and educational support. Remote learning was set up via the school website using class pages. A range of online and paper based learning was set and staff emailed parents and parents emailed the children's learning to support with their learning and any support they needed as a family. Engagement with remote learning was 89%.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
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 lockdown 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. Early years children will settle quickly into their new setting.
B.	By end of Autumn 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.
C.	Children in Year 1/2/4 and 6 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

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 (National Funding)
Supporting great 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.	SC	Monitoring calendar in place and shared with all staff. Observations recorded in writing for whole school feedback and for individuals. Meetings where support is required with actions and review date set.	£300
Catch up curriculum	Catch up curriculum for PHSE Years 1-6. EYFS focus on prime areas to ensure children are ready for their next stage of learning. Training in English and Maths to 'dovetail' gaps in learning with expectations for their current year group curriculum.	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety following COVID return	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.	EYFS LT MS	SLT to construct curriculum and to ensure this is being utilised during the initial return period. This will be done via the monitoring calendar.	£1,000
Cost - Sub-totals						

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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 Employment of part time TA/teacher to deliver interventions?	Children across the identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	All teachers	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£1,000
After and during school interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours	Children in Years 4 to 6 identified as needing support in English and/or Maths. (EYFS prime areas)	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	SC	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£800
Support for social, emotional, mental health	Art Therapy Nurture groups Interventions (1:1/small group) 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.	SC SENCO	start and end of intervention to measure progress Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	£1,000
Cost - Sub-totals						

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Access to technology	Purchase of SeeSaw to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents.	Year 1 to 6	Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.	RM	Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels	£400
Effective tracking and monitoring of interventions	Pupil Progress reports	All children	AM7 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.	
Logins for Timetables Rock Stars, SPAG.com Tapestry and other educational resources for 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.	EYFS – HN English – LT Maths - MS	Check parental sign up and engagement for Tapestry (EYFS) 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.	£600
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.	RM	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						

Financial Summary

Additional Information (if any)

