



Catch Up Strategy 2020 – 2021

Hertford St Andrew C of E Primary School: Our Vision

Love Learning: To be life- long learners who embrace all opportunities to grow in mind, body and spirit.

Aim High – To be your best, keep trying, never give up and be true to our values.

Trust God – To be safe in knowing that God is a trusted, non-judgemental friend who is always there for us.

1. Summary Information

School	Hertford St Andrew Primary School	Academic Year	2020/2021
Total number of Pupils	135	Amount of catch up received per pupil	£80
Total catch up premium budget	£10,800	Percentage of disadvantaged pupils	52%

Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

A.	Identify gaps in learning and adjust the curriculum to meet the needs of all pupils through high quality first teaching.
B.	To ensure quality targeted provision is planned and delivered so that pupils make good or better progress.
C.	For all children to have good attitudes to learning and, through appropriate support, overcome any emotional barriers that might impact on these.

Summary of Expected Outcomes

A.	By end of the Summer term children should, with quality first teaching and emotional 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.
B.	Targeted provision (1:1 or small group) will support pupils to make rapid gains and close the gaps from missed learning
C.	Children will relish the return to school, settling quickly into new routines and follow behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.

Love Learning. Aim High. Trust God.

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
High Quality Teaching and learning	Develop first quality teaching and learning. Identify gaps in pupils' knowledge, reorder planning and addressed missed learning. Use EFF toolkit to identify strategy for improvement. Supporting effective teaching in light of adaptations made to teaching delivery due Covid-19 restrictions	All pupils identified with gaps in learning Vulnerable groups	By July: SLT and Maths/English/Phonics leaders will be able to see the quality of practice taking place, observe the progress of the children and content being taught and support where necessary. All staff are aware of new processes and changes to core subject delivery and curriculum implementation, 'back to basics.'	SLT	Learning walks Book looks Assessment data Pupils voice	Time
Recovery/Catch up curriculum- making adaptations to support pupil's getting back on track with their learning.	Implement Recovery Plan CPD Curriculum adjustment and delivery; use of formative assessment in English and Maths. Implement Hfl Back on Track materials. Implement revised curriculum and identification of key content and missed coverage. Implement 'Assessment for Learning' use of formative assessment to expose and address gaps in learning	All pupils	By July: Children will 'catch up' learning missed without missing expectations of their current year group. Assessment will identify gaps in their learning. They will be addressed in teachers' planning to allow 'Catch Up.' Assessment is an ongoing process and ensures that children's progress continues and they meet age related expectations.	Subject leaders	Monitoring (book scrutiny, moderation, pupil voice) in place and shared with all staff. Termly Pupil progress meetings Feedback and for individuals. Meetings where support is required with actions and review date set	£1400

Purchase of resources to support high quality teaching	Subject leaders to evaluate current learning resources and identify those that will make most impact to support pupils to make progress.	All children. Addressing pupils with SEND and SEMH	By July: The school is well equipped to support a broad range of learning needs and can offer a wide range of learning experiences.	Subject leaders	Monitoring subject leader's actions plans Pupil voice Learning walks	£1000
Develop Phonics provision across the school	All staff to complete phonics through online HfL Back on Track CPD. SLT to support phonics teaching by grouping children across EYFS and KS1 TAs to support pupils in KS2 with phonics.	EYFS and KS1 Pupils in KS2 who need to secure phonic knowledge	All pupils secure with missed phonics sounds and meet expectations in Y1 & 2 phonics screen retake	CT DC	Monitor planning and assessments - feedback to staff to support progress Phonics tracking identifies particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	From school Budget

TARGETTED 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
NTP - National Tutoring Programme in order to support pupils who have fallen behind furthest, structured interventions, delivered one to one or in small groups (each pupil receives 15 hours tutoring)	Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium where needed – dependent on need as identified through ongoing assessment. Establish time for teachers and tutors to feedback and share planning so that pupils are given the exact teaching to match their needs.	Pupils targeted as needing catch up.	Pupils to secure basic areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	RJ	Pupil Data- Pupil progress meetings Pupil voice to establish what has been secured. Book looks	£6000
Small group support/interventions during the school day	Support focused on identified, specific needs; support delivered by appropriately trained staff; Interventions carefully timetabled to avoid narrowing of the curriculum.	Pupils targeted as needing support	Misconceptions addressed individually during support. Accelerate the progress of identified pupils.	Teachers	Summative and formative assessment. Moderation. Book Looks Pupil progress meetings. Learning walks/observations	From school budget

Y6 morning booster sessions	Targeted interventions - small group delivered by Senior leaders up to 2 x weekly. Resources to enable successful intervention.	Children in Year 6 identified as needing support in writing or reading	Children will have targeted supported outside of school hours to enable gaps in learning to close and accelerated progress be made.	RJ SP DC	Scores in testing Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations	School Budget
Support for social, emotional, mental health	Lunchtime nature groups delivered by school family support worker Afternoon nurture groups run by Herts and Ware family support worker Referrals to outside agencies Staff training	Vulnerable groups and those identified as needing nature support.	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	SLT JH	Discussions with staff/families before, during and after intervention to measure progress/improvements Impact assessments.	School Budget

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
Attendance	High importance placed on tracking, monitoring and tackling 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	RJ JH RW	Weekly tracking of attendance using DfE return. From September 2020 Monitoring of attendance to take place alongside CPOMS audit half termly.	From school budget
Develop remote learning plans and policy	To identify and implement a new online remote learning platform where staff/children/parents are confident in its use to support, develop and extend children's remote learning at home. To ensure that the school applies for laptops from the Government laptop initiative for eligible children.	All children Those without access to technology at home	Purple Mash/ Microsoft teams is effectively used by Staff/Parents and children. Home learning and communication with parent/carers is enhanced. Laptops will be loaned to families who do not have access to a device and/or have more than one sibling at home in the event of bubbles closing or long-term school closures.	RJ RW	Parent Voice Pupil Voice Staff CPD Monitoring of teaching and learning via Purple Mash/ Microsoft Teams	From school budget
Wider and extra-curricular activities to develop pupils' cultural capital.	Re-establish opportunities for visitors into school and for pupils to undertake school visits to places of interest.	All pupils	Pupils experience a wide range of in and out of school learning experiences that enhance and enrich the curriculum.	SP RJ	Pupil Voice Reports to Governor committees	£2000