

Wilbraham Primary School Catch Up Strategy 2020-21

1. Summary information					
School	WILBRAHAM PRIMARY SCHOOL				
Total number of pupils	578	Total Catch Up Funding	£48, 200	Date	October 2020 Reviewed July 2021

2. Summary of approach taken by school to develop this strategy
Alongside an initial focus on pupil wellbeing, class teachers have focused on recommencing the teaching of the curriculum. In core subjects the early focus has been on assessing the impact of school closures on children's attainment. The teachers have completed summative and formative assessment to identify children who had been on track pre closure, but who currently appear not to be on track and will need additional support to ensure they are on track. From this process the school have identified key groups of children who will access additional interventions, small group teaching and teacher boosting. These will be reviewed during December Pupil Progress Meetings and throughout the year. Progress against the plan will be shared with governors termly.

3. Current attainment			
	National 2019	School 2019	PP School 2019
% achieving expected standard or above in reading, writing & maths, Year 6	70%	56.5%	61%
Progress in reading	0.31	1.53	1.44
Progress in writing	0.24	0.32	-0.46
Progress in mathematics	0.31	1.67	0.79
% achieving expected standard or above in reading, Year 2	75%	67%	63%
% achieving expected standard or above in writing, Year 2	70%	72.5%	55%
% achieving expected standard or above in maths, Year 2	76%	75.8%	70%
% achieving expected standard in Phonics Screening Check, Year 1	82%	79.8%	82%
% achieving Good Level of Development, Reception	72%	69.3%	57%

4. Academic priorities to be addressed:	
Universal Support - Core subjects – teachers are working together to prioritise identification of general gaps in learning exacerbated by forced school closures.	
Targeted Support:	
A	Maths – gaps for individual identified by formative assessment and diagnostic assessment
B	Reading - gaps for individual identified by formative assessment and diagnostic assessment Phonics - gaps for individual identified by formative assessment and diagnostic assessment
C	Writing - gaps for individual identified by formative assessment Writing – basic skills and stamina in-terms of transcription. Children have had less opportunity to write than they would have had they been in school. Basic skills have been forgotten and stamina is less than is typical for this time of year.
Pastoral priorities to be addressed	
D	Wellbeing – re-establishing feeling safe and happy in school Wellbeing of pupils following varied experiences of life without school – school being safe and consistent
E	Building relationships with teachers and children in class
F	Re-establishing expected learning and social behaviours

5. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A	Improved number of children at age appropriate skills in reading, writing and maths – evidenced through diagnostic assessment Children having closed gaps in core subjects caused by Covid, making accelerated progress against their identified gaps.	Proportion of children in each cohort on track for ARE to return to at least pre covid levels for ARE and GDS based on data from Summer 19/ December 19/ March 20
B	Pupil wellbeing is good – there is a re-established feeling of belonging in school and children feel happy and safe in school	Children’s emotional wellbeing is not impacting their ability to learn and make progress

6. Planned expenditure						
i. Universal - Quality first Teaching						
Layer of Intervention 1: Universal Approach						
Action	Intended outcome	Resource	Evidence of impact	Staff lead	Review Date	Cost
All staff to be secure in their understanding in planning and delivery for small steps of progression in maths – additional training/support from Maths Trust lead	No child is left behind as the children progress through the curriculum	Quality first teaching	<ul style="list-style-type: none"> Children make good progress from their starting points. Book Looks with Math Lead and class teachers 	Helen Wright SLT	Pupil Progress Meetings	£0 this staffing support is allocated in the budget All teachers received training. Small steps of progress pedagogy seen in each class
All staff to be secure in their understanding in planning and delivery for phonics – additional training/support via Phonics Lead and RWI	The percentage of children passing the phonics screener for both year 1 and 2 is inline with national expectations	Quality first teaching	<ul style="list-style-type: none"> Children make good progress from their starting points. The percentage of children passing the phonics test to increase 	Jacqui Morrison	Pupil Progress Meetings	£0 this staffing support is allocated in the budget All teachers received training. Staff confidence to deliver across the phases has grown and we now have more staff RWI trained.
All staff to be secure in their understanding in planning and delivery for reading and writing – additional training/support from school subject leads and Research Schools	No child is left behind as the children progress through the curriculum	Quality first teaching	<ul style="list-style-type: none"> Children make good progress from their starting points. Book Looks with Literacy Lead and class teachers 	Sarah Izon and the Literacy Team	From Spring Pupil Progress Meetings	£0 this staffing support is allocated in the budget All teachers received training on the reading and writing cycle. For 2021-22 Literacy lead is planning the writing cycle for KS2 staff for Autumn 1 and then will work alongside staff to support the

						development of writing inline with ADP
	Total Budgeted Cost					£0 this staffing support is allocated in the budget

Targeted Support

Layer of Intervention 2: Targeted Approach – Children have been identified by year group teams, via formative and diagnostic assessment, who need additional intervention or small group teaching in order to be at ARE by the end of 2020-21. These groups will then be reviewed at pupil progress meetings and adjusted as the children's needs change.

Action	Intended outcome	Resource	Evidence of impact	Staff Lead	Review date	Cost
<p>Small group tuition in focused year groups</p> <p>Specific children are targeted with the aim to achieve ARE in reading, writing and maths</p> <p>The school have employed additional teachers to focus support in KS1, Year 5 and 6 for the autumn term and then this support will be reviewed across the school for spring term and summer term</p>	<p>Small groups to allow for increased individual teaching and teacher conferencing with pupils to address specific gaps identified.</p>	<p>EEF guidance from the teacher toolkit around small class sizes and teacher conferencing.</p>	<ul style="list-style-type: none"> • Pre and post diagnostic assessments of children. • Monitoring and joined book looks • Pupil voice • Pupil Progress Meetings to feedback progress / attainment 	<p>SLT – to implement and oversee key stages</p>	<p>Pupil Progress Meetings</p>	<p>Year groups 1, 2, 5 and 6</p> <p>Additional Staffing Costs £35,000 over the year</p> <p>The staffing was deployed effectively during autumn and summer term across KS1 and Year 6 – data in year 6 showed an increase in attainment for all subjects</p> <p>Year 5 additional support was used for the class teacher to target specific children in smaller groups in addition to the Maths and English lessons – this led to an increase in all subjects of children on track to be ARE by the end of summer term</p> <p>Next steps – tutoring to be started in Autumn Term for targeted children</p>

Layer of Intervention 3: Targeted Approach – Children have been assessed and grouped according to phonic needs. Focus on universal support across KS1 for Autumn Term moving to targeted support from Spring 2020. These groups will then be reviewed at pupil progress meetings and adjusted as the children's needs change.

Action	Intended outcome	Resource	Evidence of impact	Staff Lead	Review Date	Cost
High quality small 1:1 and small group tuition for phonics in EYFS and KS1	The percentage of children passing the phonics screener for both year 1 and 2 is inline with national expectations	EEF Guide to supporting school planning states that the evidence suggests one to one interventions can be powerful tool to support pupils.	<ul style="list-style-type: none"> Pre and post diagnostic assessments of children. Pupil Progress Meetings to feedback progress / attainment 	Jacqui Morrison	Pupil progress Meetings - termly	Additional Staffing costs to enable 1:1 and smaller group support - £5000 Implemented in Spring 2 and Summer term across Reception and KS1. In Summer term phonics introduced to nursery cohort.

Layer of Intervention 4: Targeted Approach - 1:1 tuition or 1:2 with an expert in school – support for children with specific needs who would be more effectively taught by an expert known to them (e.g. teacher in school etc).

Action	Intended outcome	Resource	Evidence of impact	Staff Lead	Review Date	Cost
Individualised tuition 1:1 and 1:2 for children who require more individualised support	With an expert in school – child identified as needing this approach in order to close identified gaps in learning	EEF guidance from the teacher toolkit around small class sizes and teacher conferencing.	<ul style="list-style-type: none"> Pupil Progress Meetings to feedback progress / attainment Pupil voice 	SLT – to implement and oversee their Key stages	Spring Term Progress Meetings	Up to 30 children (1:1 or 1:2)- £30 per child per week - £6000 (Spring Term) Due to the third national lockdown this did not happen but the school plans to roll this onto Autumn 2021

Layer of Intervention 4: Targeted Approach – Individual / small group social groups – support for children with specific needs who would benefit from small group work to support with re-establishing relationships, expected learning behaviours, social behaviours and mental health– expert in school (e.g. Behaviour Lead)

Action	Intended outcome	Resource	Evidence of impact	Staff Lead	Review Date	Cost
Children who have returned to school showing signs of anxiety and have struggled to settle need additional mentoring support to ensure they can access	With an expert in school – child identified as needing this approach in order to close identified gaps in learning	EEF Guidance of SEL and Behaviour	<ul style="list-style-type: none"> Pupil Progress Meetings to feedback progress / attainment Pupil voice 	Sarah Ikin Kylie Toft	Autumn Pupil Progress Meetings	Identified 10 children 1:1 - £1000 (Autumn term) 3 groups of five running - £600 (Spring term) 3 groups of five running - £600 (Summer term)

their learning and re-establish relationships – a 1:1 mentoring programme to be established with identified children						<p>Children were identified on a termly basis from CPOMS, Pupil progress meetings and observations within the classroom and on the playground. 1:1 sessions, small group sessions and whole class support were put in place. The children will continue to be supported by the welfare and inclusion team into Autumn 2021</p> <p>The school also made 10 referrals to CAMHS for further additional specialist support and 7 children were offered appointments.</p>
					Total	£53, 200

Spring Term Review of Progress Against Strategy

At pupil progress meetings in December 2020 SLT identified target children from each year group to focus for support with reading, writing and maths as well as SEMH. The additional teachers working across KS1 and year 6 have had a positive impact on the children's return to school and the percentage of children working at or close to ARE expectations in all areas.

The focused support for phonics across year 2 meant that 80% of the children were able to meet the required standard of the test which was in line with last year for the school. The children across year 2 will continued to access additional phonics groups throughout the spring term as this was identified as an area of need for the children to ensure they had consolidated their learning. The additional teacher in year 2 has focused on supporting the development of reading with children that are at risk of not being at ARE by the end of year 2 – this has continued after the national lockdown.

In spring term the focus of the additional KS2 teacher has been to support the children in year 5 within the 3 core subjects. The children are accessing smaller group teaching which is enabling further targeted support to be put in place. This will continue to the summer term and tutoring will be reviewed. The teachers are being released for additional intervention time by HLTA so they can focus on their own class needs outside of the core subject teaching time – the focus for these sessions is pre teaching the children with specific skills.

When the children returned to school after the national lockdown in March there was a focus on social, emotional and mental health as well as the children's well-being. The additional staff completed focused groups targeting confidence, friendships, self-esteem and attention and listening skills as the staff across school identified areas of needs in all of these areas.

We plan to continue to support the children whose mental health and well-being have been affected and impacted by the pandemic with small group support focusing on outdoor learning, resilience building and further development of social and emotional skills throughout the summer term

