

# Hartsfield JMI School: Summary of Catch-Up Strategy



School information			
School	Hartsfield JMI School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£32,880
Total number of pupils	415	% Disadvantaged Pupils (PPG)	9.6% (40 children)

Contextual Information (if any)
Hartsfield has 10% SEND children and 8% FSM (9.6% PPG). Our parent body is supportive of the school and all it does. Over lockdown, we consistently opened with Key worker/vulnerable children attending and from 1 <sup>st</sup> June 40% of EYFS and Year 1 children attended 2 days per week plus 80% of Year 6. Resources were available weekly through the school website and, in the later end of the summer term via Google Classroom for KS2, and paper based learning was sent out to families when needed. Staff were in regular touch with families via the class email addresses and staff rang parents/children regularly to give any support they needed as a family. All parents reported that they had engaged with learning but the degree of that support appears to have varied greatly.

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. EYFS 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 aims over the course of the year, with additional support, 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 great teaching	Additional teacher 'INSET' at the end of summer term and also on 1.9.20 to ensure all are secure on curriculum All teachers remaining in year groups from 2019/20 to 2020 Training/CDP/ support for staff as required. Focus on support of teaching teams with the new risk assessed procedures in place in the Autumn term. Teachers to begin identifying 'catch up needs' ready for Autumn 2	Across all Year groups/ 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.	HT	Regular learning walkabouts and discussions rather than formal observations in the first half term to be supportive and also minimise staff anxiety.  Monitoring of teaching in second half of the term with informal observations by Headteacher		
Transition support	Transition plans for EYFS: Individual support for children with additional needs – bespoke plans where required set up Parents allowed in school (masks and one-way system with staff positioned along the route) to support children initially. Regular feedback to parents. Start on 7.9.20 with a week of part time then moving straight onto part-time. Additional staff allocated (5 x am sessions)	EYFS	This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff build trusting and respectful relationships with children quickly to enable successful learning.	EYFS team HT	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans.		

<p>Catch up curriculum</p>	<p>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.  Alongside wellbeing, focus on instilling a sense of routine and high expectations in first half term- developing learning behaviours including resilience.</p> <p>Resources checked by coordinators for each curriculum area before the end of Summer 2020 and source/ purchase additional resources required to improve the curriculum to maximise engagement and achievement.</p> <p>Assessment completed by half term to have a baseline for all year groups, to identify requirements of any targeted support and to share with parents at meetings in November</p>	<p>All classes</p> <p>EYFS children requiring further support</p> <p>Individuals requiring support for mental health/anxiety following COVID return</p>	<p>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.</p> <p>Children will be ready for their next stage of learning.</p> <p>Children will be engaged in their learning and be motivated to attend and learn in school</p> <p>Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created.</p>	<p>AHs</p>	<p>Curriculum content and approach set up in July/ September to be monitored by SLT in second half of the term- through discussion, informal observations and planning checks.</p> <p>Feedback by teaching team to the relevant coordinator throughout the Autumn term on quality of any new resources and level of engagement</p>		
<b>Total budgeted cost for Strand 1</b>						<b>£2000</b>	

## 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)
Small group/1-1 interventions during school day led by TAs/HLTAs	<p>Targeted interventions - small group/1-1 pre-teaching or follow up as identified. Support from coordinators in providing materials/ resources to enable successful intervention</p> <p>Increase hours of part-time TAs in targeted year groups while minimised bubbles</p> <p>EYFS- 1 x FT (reassigned from other year groups)</p> <p>Year 2- now have 2 TAs full time</p> <p>Year 3- TA x 5 hours per week (£2100)</p> <p>Year 4- 2 hrs per week (adj)</p> <p>Year 5- 5 hours per week (£2200)</p>	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.	SLT	<p>Assessment- formative week to week and summative termly</p> <p>All additional work recorded in books</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p>		<b>£4300</b>
Small group/1-1 interventions during school day led by Teachers	<p>Targeted interventions - small group/1-1 delivered by teachers</p> <p>Identified key year groups:</p> <p>Year 1- class to be split into 3 with a teacher in the mobile classroom- new screen to be purchased- hours 8.45-11.45 am Monday to Thursday</p> <p>Approx. cost £11,000</p> <p>Year 2- 1 additional day-5 hours per week- £4500</p> <p>Year 6- 2 sessions per week teacher support from January 2021 £3000-£4300</p>	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.	HT	<p>Scores in testing (scaled scores where possible)</p> <p>Moderation</p> <p>Work in class/books to show application</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions using Provision Map</p>		<p><b>Screen:</b></p> <p><b>£1700</b></p> <p><b>Year 1:</b></p> <p><b>£12576</b></p> <p><b>Year 2</b></p> <p><b>£4,500</b></p> <p><b>Year 6</b></p> <p><b>£3000-</b></p> <p><b>£4300</b></p>

Support for social, emotional, mental health	Play Therapy 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.	AH/ SENCO	Discussions with staff/families before, during and after intervention to measure progress/improvements INCO to track interventions and progress and impact on individual.		<b>£2000</b>
<b>Total budgeted cost for Strand 2</b>						<b>£28076-29376</b>	

<b>STRAND 3: WIDER STRATEGIES</b>							
<b>Element of Strand</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>
Access to technology	Set up of Google classroom in KS2 to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents. When new laptops are received, older laptops to be made into 'Google	Year 3 to 6  KS2 current FSM children	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.	SLT  HT	Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels		Licenses and laptop bags £450

	Chromebooks' and offered following a priority order with KS2 current FSM children highest, moving onto other vulnerable groups if supply is still available.						
Logins for Timetables Rock Stars and links to oak academy and bbc bitesize shared on the school website for home use	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.	Website- HT Logins-admin team	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.		
Assessments/ Testing - Support for Parents	Information to be sent out about the EYFS ELG's, Phonics, Year 2, Year 4 and Year 6 programmes of study and how they can support their child with their learning at home.	R, 1, 2, 4 and 6	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.	EYFS – CN English – CN/JM Maths - JF/RP	Parents to be have information shared at parents evening on how to support their children. Impact to be evaluated through the test scores that children are achieving and conversations with parents at parents evening.		
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.	KD/PS	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.		
<b>Total budgeted cost for Strand 3</b>						<b>£1000</b>	
<b>Total budgeted cost for all strands</b>						<b>£31076--£32,376</b>	