

White Meadows Primary Academy: Summary of Catch-Up Strategy



This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance**).

School			
Academic Year	2020/21		
Total number of pupils	613 (including 43 Nursery) 570	Total funding	£45,699.50
School	White Meadows Primary Academy	Disadvantaged %	36%

Contextual Information (if any)

White Meadow Primary Academy is situated in an area of high deprivation.

36% of the pupil population are currently registered for pupil premium, 17% are on the SEN register, 16% EAL and 22% of the pupils are on the vulnerable pupils register (Early Help, Child in Need, Child Protection Plans or under CFA).

Average attendance has improved over the last four years, up from 94% in 2015/16 to 95% in 2018/19. Before the lockdown in March 2020 the school was averaging 95.5% attendance. However, with the current climate is proving to challenge our attendance as it has dropped, as of 28th September 2020, to 94.2%. Pupil Premium attendance is 92.7%.

The quality of education is considered Good by school and OFSTED. This being said, there are limitations to the scale in the quantity of quality first teaching and interventions above what is usually provided can be facilitated to ensure any lost learning can be caught up in a timely manner. Additional support beyond quality first teaching and targeted interventions has to be adopted to ensure the gaps in knowledge is reduced and not widened further.

Mobility across the school is high. We have lots of families starting with us mid-year and similarly lots of families that leave. This is largely due to a family's personal circumstances, for example, fleeing domestic violence. This presents a number of challenges for the school. One such challenge is that many pupils are working well below age-related expectations when they join us. Teachers work hard to ensure that pupils catch up to where they should be, however, this isn't always possible. This is exacerbated further when pupils join the school in upper key stage 2. Another difficulty faced is establishing school rules and expectations, particularly around the school's hard-line approach to attendance. It can often take time for parents/carers to adhere to our attendance expectations, which often impacts negatively on overall attendance.

The key priority for children when they join the school in the early years is developing language acquisition skills. Our trained member of staff runs speech and language sessions for those children who require it, which complements the ability-grouped phonics sessions that teachers lead daily.

From the baseline data, the pupils have fallen further behind in reading writing and language than they have in maths, for this reason our priority is English rather than maths.

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Accelerate progress of reading and writing for disadvantaged pupils, particularly those who are identified SEND and EAL pupils
B.	Accelerate progress of Reading, writing and language development in EYFS/Year 1
C.	Accelerate progress of reading and writing including phonics in KS2

Summary of Expected Outcomes	
A.	Children identified as SEND and EAL make better than expected progress due to a robust programme of learning
B.	Pupils in Year 1 make accelerated progress and will be accessing the Year 1 curriculum by the Spring term. The % of Pupils in Year 1 meets or exceeds the national average in the Year 1 phonics screening.
C.	Disadvantaged pupils in Key Stage make accelerated progress, particularly in Reading and Writing, through targeted and precise interventions.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(eg, Supporting Great Teaching)</i>	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)
1 a) Supporting great teaching	CGP books ordered for pupils in Year 6 to support small booster group teaching: Reading, SPAG, Reading stretch (to target greater depth) Maths – Number ratio and algebra We have only used CGP in year 6 in the past, so we are reintroducing them in this year group only.	All pupils in Year 6 (91 pupils) 20 pupils identified for GDS at reading and accessing Reading Stretch materials (22%)	Based on very early baseline data we are aiming for (targets): Reading: 82% Writing: 75% Maths: 84% Combined: 74% Evidence of outstanding teaching and learning in Year 6.	AT – Year 6 leader	Half termly pupil progress meetings SLT teaching in Year 6 – Reading and Maths	0	£884.50
1 b) EYFS Maths Resources	Physical Resources to support the concrete aspect of Maths *Compare Bears *Unifix *Sharing Trays *Numicon	Early Years Children - All	All pupils to gain enhanced foundational mathematical skills through using concrete resources.	AF and JP	Maths Leader JP to monitor and support	£0	£450
1 c) Whole School Literacy Resources	Literacy resources to support writing. <ul style="list-style-type: none">• ACE Dictionaries• Specific Age Group Dictionaries and Thesaurus• Specific coloured exercise books	SEN Children and All children	To support dip in exposure to language and improve independence in writing.	SC and AF	Leadership Meeting feedback. PPMs	£0	£900

1 d) Additional tablets to supplement online programmes	Samsung Tabs 8.1 (x9) And Cases (x9)	Will be used to support the online programmes (see below). Also, to allow small group interventions, when required. They are also to be used by	Enhanced access to IT for children that cannot access. Uptake of use of the online programmes to enhance; thus facilitating the outcomes via these programmes.	Yls and HM	PPMs and Leadership	£0	£1350
Supporting great teaching	Group teaching in year 6 for reading, writing and maths (Taken by SLT) Summer term -	GDS pupils in year 6 GDS pupils in year 5	All pupils identified as GDS in Year 5 achieve GDS at the end of Year 6. Pupils identified as expected with possible potential to make greater depth make better than expected	SC (English) JP (maths)	Fortnightly meetings with Year 6 staff to discuss pupils' progress Fluidity of groupings as a result of pupil progress discussions	£0	£0
Supporting great teaching	Coaching and monitoring of EYFS staff Interventions for EYFS pupils Class teacher will be taking groups as she moves to maternity leave (1/2 term) Additional teacher in Reception (what would have been LW leadership time not needed on mat leave)	AF – key marginal pupils LW – most able phonics Additional PPA – PPG pupils Fluid groups – according to need and data.	Pupils make accelerated progress More pupils achieve GLD in summer 2021 (to be in line with national)	AF	Weekly EYFS meeting with all EYFS staff as led by AF (AHT) to discuss progress. Half termly PPM	0	0
Supporting great teaching	HLTA support in each year group for reading writing and maths	Pupils who need additional support after lessons, to cement their learning.	Pupils in all year groups make better than expected progress – particularly those who are disadvantaged, SEND and EAL.		Half termly PPM	0	0
Cost - Sub-totals							£3584.50
Total budgeted cost for Strand 1						£3,584.50	

STRAND 2: TARGETED SUPPORT

Element of Strand <i>(eg, Interventions)</i>	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)
2 a) 1:1 and small group tuition	<p>HLTA appointed on 1 year fixed term contract. (existing member of staff who is skilled, fixed term post)</p> <p>Knows school routines and this provides us with a more fluid model with her being able to cover classes should the teacher choose to do booster groups)</p> <p>HLTA to work in a bespoke way across Year 3, 4 and 5.</p> <p>HLTA will, under the direction of the year group leader, either:</p> <ul style="list-style-type: none"> - Cover the class to allow the class teacher to deliver 1:1/small group tuition - Team teach alongside the class teacher to deliver 1:1/small group tuition 	<p>Pupils in Year 3, 4 and 5 who have fallen behind significantly – this will be determined and reviewed by Year group leaders and SLT half termly at pupil progress meetings.</p>	<p>From baseline, the majority (over 80%) of pupils are working within their age appropriate curriculum by the end of the Autumn Term.</p> <p>All pupils are making expected, or better than expected progress in order for them to achieve EXS or GD by the end of the school year.</p>	<p>EHT - LG HOS - BM DHT - JP AHT – SC Year leaders – KP/HB/HM</p>	<p>Half termly pupil progress meetings to review data and discuss impact/effective deployment</p> <p>Termly monitoring:</p> <ul style="list-style-type: none"> - Maths/English monitoring by JP/SC alongside year leaders - Drop in observations of learning 	0	£18,637

<p>2 a) 1:1 and small group tuition</p>	<p>Year 1 leader, part time, to teach an additional day per week to implement targeted interventions in Year 1 with a focus on phonics and writing</p> <p><i>NB: The decision to use a teacher already employed rather than a new mentor has been taken for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Consistency of teaching approach</i> • <i>Highly skilled and experienced member of staff who we are confident will have the required impact</i> • <i>Knowledge of the children and the demographic</i> • <i>Knowledge and understanding of our policies and expectations</i> • <i>Able to start straight away and start having an impact</i> 	<p>Targeted pupils in Year 1 as identified in baseline assessments</p>	<p>From baseline, the majority (over 80%) of pupils are working within the Year 1 curriculum by the end of the Autumn Term</p> <p>The % of pupils in Year 1 who achieve the expected standard for phonics at the screening meets or exceeds the national average.</p>	<p>SLT</p> <p>EOH/YS (Year 1 joint leaders)</p>	<p>YS to report to SLT half termly</p> <p>YS to evaluate the impact weekly and review targeted pupils with EOH (joint leader).</p>		<p>£6,391</p>
<p>2 a) Action Tutoring</p>	<p>Identify 20 key marginal pupils in Year 6 in English and mathematics. Liaise with Emma Hooper from Action Tutoring to establish weekly sessions of 1.5 hours of tutoring (one tutor per two pupils). Year 6 teachers, SLT and tutors to work in partnership to maximise pupils' progress</p>	<p>20 key marginal pupils in English and mathematics (Yr 6 Autumn and Spring) Yr 5 summer</p>	<p>All pupils targeted will meet national expectations in SATs</p>	<p>LG / AT</p>	<p>Half termly pupil progress meetings</p>	<p>£0</p>	<p>£2,850</p>

<p>2 a) 1:1 and small group tuition</p>	<p>Teacher currently employed part time in KS2 to teach an additional half day a week (0.1 increase to contract for 1 year fixed term period).</p> <p><i>NB: The decision to use a teacher already employed rather than a new mentor has been taken for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Consistency of teaching approach</i> • <i>Highly skilled and experienced member of staff who we are confident will have the required impact</i> • <i>Knowledge of the children and the demographic</i> • <i>Knowledge and understanding of our policies and expectations</i> • <i>Able to start straight away and start having an impact</i> 	<p>Autumn term – focus on Year 3 phonics boost and those who were on track to achieve greater depth writing at the end of Year 2</p> <p>Spring/Summer term – pupils to be identified across KS2 from data</p>	<p>Pupils in Year 3 who were identified as greater depth are now working at GDS in Year 3 by the end of the Autumn term.</p> <p>Pupils in Year 3 who did not achieve the expected standard in Year 1 phonics make accelerated progress.</p>	<p>KP (Year 3 leader)</p> <p>JP (DHT)</p> <p>LG/BM (HOS/EHT)</p>	<p>KP to monitor progress of pupils targeted fortnightly and review alongside AN.</p> <p>SLT to discuss and review pupils identified in half termly pupil progress meetings.</p> <p>SLT to redeploy across the school if pupils identified catch up and support is needed elsewhere.</p>		<p>£4,772</p>
<p>2 b) Intervention Programmes</p>	<p>3 x West Sussex EMTAS (Ethnic Minorities and Travellers Advisory Service) consultation days (7 hours per 'day').</p> <p>This is to develop an assessment and targeted intervention programme for pupils with EAL across the school.</p> <p>EAL pupils have risen to 20% of school population, mainly from Eastern European countries – Did not engage as much as we would have liked in home learning during lock down</p>	<p>Pupils across the school with EAL – 7 pupils per day identified by the SENCO through progress catcher meetings as making limited progress.</p> <p>SENCO and EAL working group to access this as CPD and develop a school-wide programme and toolbox of strategies, which can be used for all pupils who join the school with EAL.</p> <p>Supporting great teaching and building the skills of the staff to support these groups better.</p>	<p>Class teachers make accurate assessments of pupils' learning and understand the barriers.</p> <p>Pupils who are identified for targeted programme make accelerated progress.</p> <p>Class teachers and support staff have a greater understanding of good practice in supporting pupils with EAL.</p>	<p>HCB (SENCO)</p>	<p>SLT to monitor progress of pupil groups in half termly pupil progress meetings.</p> <p>HCB (SENCO) to monitor progress of those identified through progress catcher meetings half termly and report to SLT termly.</p>		<p>£1,125</p>

2 b) Intervention Programmes	Spelling Tutor (web based intervention)	Pupils in KS2 identified as needing support in spelling and reading and working below age related expectations	Pupils identified make accelerated progress in writing.	Year Leaders in KS2 SC (AHT English leader)	SLT to monitor progress of pupil groups in half termly pupil progress meetings.		£250
2 b) Intervention Programmes	Nessy (Web based intervention programme)	All pupils in KS1 – interactive phonics programme Targeted pupils in KS2 who present with dyslexic tendencies	The majority of pupils in Year 1 and 2 achieve the expected standard for phonics at the screening. Targeted pupils in KS2 make accelerated progress in reading and writing	KK (Phonics lead) KS1 leaders HCB (SENCO)	SLT to monitor progress of pupil groups in half termly pupil progress meetings. HCB (SENCO) to monitor progress of those identified through progress catcher meetings half termly and report to SLT termly.		£900
2 b) Intervention Programmes	NELI (Nuffield Early Language Intervention) 2.5 days training per TA (Tas to deliver programme overseen by Teachers who attend day 1 of training). 2 members of staff to attend training and implement NELI Intervention in Reception is delivered for 10 weeks in Spring term and 10 weeks in Summer term. 6 pupils per group. Intervention runs every day. 3 days a week of group sessions (30 min) 2 days a week of 1:1 intervention	Intervention aimed at pupils who have been identified as being significantly below in their oral language skills in the Autumn term – this may also be pupils with EAL. 6 pupils per group – 12 pupils targeted in Reception	EEF identifies NELI as a promising project and trials show pupils make an average 2 months more progress than other pupils. If implemented in Nursery, pupils make 4 months more progress. However, the 30 week Nursery programme is not yet available but may be an option to start earlier if recommended by Elklan.	AF (AHT/EYFS lead) HCB (SENCO)	SLT to monitor progress of pupil groups in half termly pupil progress meetings. HCB (SENCO) to monitor progress of those identified through progress catcher meetings half termly and report to SLT termly.		£390 for training x2 £750 for resource packs x2 Total for programme: £1140
Cost - Sub-totals							£36,065
Total budgeted cost for Strand 2							£36,065

STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(eg, Access to technology)</i>	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)
3 b) Access to technology	20 additional chromebooks (including 2 storage charging stations) for pupils to access the online intervention programmes listed above	Pupils who will be accessing Spelling Tutor and Nessy as well as other online interventions including Lexia, Dance mat touch type etc	All pupils accessing the online interventions will make accelerated progress. A greater number of pupils will be able to access interventions.	HM (IT technician) SC (AHT)	HM to access and print user reports and liaise with SC HCB to monitor impact of interventions a progress catcher meetings (half termly). Progress of pupil groups to be reviewed at half termly pupil progress meetings)	£3860 (3 year Lexia to be paid by Friends of White Meadows)	Total £5,550
3 a) Supporting parents and carers	Resources to support current therapeutic intervention programmes, such as Lego Therapy, Art Therapy and Play Therapy, in our Treehouse Nurture base to be able to offer multiple groups of pupils intervention at the same time. This will ensure more pupils each day receive intervention as directed by external agencies. Resources include multiple Lego sets, additional art equipment, additional playdoh, kinaesthetic sand, resource packs as directed by external agencies/progressionals	Pupils who have experienced trauma or mental health difficulties as a result of lockdown. 100% of these pupils are disadvantaged and registered for PPG. These pupils are also on our vulnerable register and have additional agencies supporting them such as social care, CDC or CAMHS. These children are identified as falling behind academically as a result of their emotional needs.	A greater number of pupils will be able to access interventions as a number of Learning Mentors will be able to deliver the programmes at the same time.	TM – Head of Inclusion	TM to monitor progress of pupils using Boxall assessment. Weekly pastoral meeting with learning mentors to allocate new referrals based on priority of need.		£500
	Google drive – leaders have a full understanding of all features so pupils can use this more easily at home. Year leaders take the lead on organising the team to upload the materials needed See saw training for all staff to be						

	prepared for further lockdowns. Creation of Whatsapp group for year leaders to trouble shoot technical issues						
	Communication with parents to inform them the arrangements and log ins for See Saw. Paper packs for individuals who are self-isolating and for those pupils who don't have access to technology Leaders to ensure lap tops from the Government are ordered in a timely way when bubbles are closed.						
Cost - Sub-totals							£6050
Total budgeted cost for Strand 3						£6050	

Financial Summary

Cumulative Sub-total for all strands		45,699.50
Total budgeted cost for all strands	45,699.50	

Additional Information (if any)