

PRIORS HALL – A LEARNING COMMUNITY CATCH -UP STRATEGY 2020-2021



Inspiring Futures
Through Learning

1. Contextual Information

Academic Year:	2020-2021		Date:	1.10.2020	
Number of Pupils on Roll (September 2020):	368	Total Catch up Budget:	£21,920 £5480 Autumn	Termly Impact Review:	December 2020

Our Ethos and vision

At Priors Hall, are committed to respond effectively and flexibly to the unprecedented pandemic of 2020. Striving for excellence for all, we are resolute in our ambition to overcome the additional barriers presented. We are strong, energetic and unafraid with a united sense of purpose. No barrier or problem will be too great and together we will commit to achieve our priorities for all children and our adults, with no exception. In our Trust, we are never alone. We know we are stronger together – responsible, resilient and innovative, ensuring IFtL is a fulfilling community and is a ‘A great place to be.’

Strategic Vision: Overall Impact and Outcomes 2021

Our vision will be achieved through the following six key strategic priorities:

- **Priority 1:** Ensuring all pupils make ambitious progress to catch up, close gaps and achieve their potential.
- **Priority 2:** Ensuring a purposeful, inspiring and engaging recovery curriculum enabling children to catch up whilst nurturing their interests and talents.
- **Priority 3:** Ensuring the continuous development of excellent provision and practice.
- **Priority 4:** Ensuring talented, unwavering, and pioneering system leadership for us to be leaders in education.
- **Priority 5:** Ensuring that we nurture a safe, secure and engaging environment in which we all thrive.
- **Priority 6:** Ensuring that we grow financial sustainability.

Links to School SDP:

2b, 2c

2a and 2d

1b

1a, 1b and 1c

2a, 2c and 2d

1c

2. Key attainment data

Reported Data Aspect		On Track/ Achieved				
		End of Spring 2020	Baseline September 2020	Gap	Prediction July 2021	July 2021 Achieved
GLD		NA			74%	
Phonics (phonic check or equivalent)	Year one	-	9% ³²⁺	73%	82%	
	Year two	(Y1 spring) 56% (Y2 retake) 100%	(Y2) 38% ³²⁺ Y3 (Y2 retake) 100%	44%	82%	
KS1 reading, writing, maths, EGPS (Mocks/ Cornerstones)	Reading	TA (Y1 PoS) 42%	39%	37%	76%	
	Writing	TA (Y1 PoS) 60%	48%	22%	70%	
	Maths	TA (Y1 PoS) 54%	54%	22%	76%	
	EGPS	-	-	-	-	
KS2 reading, writing, maths, EGPS (Mocks/ Cornerstones)	Reading	(Y5 mock SAT) 40%	Oct SATs 59%	13%	72% ARE or above 21/29	

	Writing	(Y5 TA) 54%	Oct TA 52%	24%	76% ARE or above 23/29	
	Maths	(Y5 mock SAT) 36%	Oct SATs 72%	4%	76% ARE or above 23/29	
	EGPS	(Y5 mock SAT) 64%	Oct SATs 76%	10%	86% ARE or above 25/29	

3. Whole school gaps, trends in data and priority areas

- **Reading in KS2 data is significantly lower than maths or GPS – this is one of the areas of the SDP.**
- **Year 2 baselines are significantly low**
- **Phonics in Year 1 and Year 2 have a low baseline, with a significant regression of our current Y2 (from Y1 spring data)**
- **SEND and PP children**

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
	<ul style="list-style-type: none"> • Rapid and sustained progress for all groups of children 	<ul style="list-style-type: none"> • Progress is measured from a clear baseline at the start of the year • Over the duration of the year, progress is assessed and monitored each term • Progress is sustained at all levels and for all groups of children • Lessons are effective and teachers deliver purposeful learning experiences.
	<ul style="list-style-type: none"> • To reduce and where possible, diminish any gaps created by COVID-19 lockdown 	<ul style="list-style-type: none"> • A detailed gap analysis completed after summative assessments • Interventions are purposeful and have an impact on closing gaps in knowledge • Interventions are in place for different groups of children • Formative assessment is evident in all lessons • Spotlight tours show progress and progress is evidenced through triangulation

	<ul style="list-style-type: none"> • Areas for development are identified and targets for all children are worked towards and met 	<ul style="list-style-type: none"> • Clear targets are set, based on prior attainment • Target children are identified through pupil progress meetings if at risk of not reaching their targets • Teachers plan learning experiences which meet the needs of all children • SLT support teachers where required • Curriculum coverage is detailed and not narrowed • Progression of knowledge and skills is evident across all areas of the curriculum at all stages of school
	<ul style="list-style-type: none"> • Vulnerable groups make clear progress through targeted and meaningful support 	<ul style="list-style-type: none"> • SEND, EAL and Pupil Premium children are identified on teachers' plans • Smart targets on ASPs ensure that interventions contribute to children's progress • SEND provision targets all areas of needs for children who require it
	<ul style="list-style-type: none"> • Attainment levels are in line with or above the previous academic year 	<ul style="list-style-type: none"> • Patterns and trends in data are identified through termly analysis • Assessments are monitored each term to track attainment and to ensure good progress is made • Children achieve their targets. If this does not happen, there is contextual information and evidence to show the support children have received.

5. Impact Towards Long Term Outcomes 2020-2021

Autumn 2020 - Milestones	Spring 2021- Milestones	Summer 2021- Milestones
<p>Gaps from previous year groups identified and signs of closure across Reading, Writing, EGPS and maths.</p> <p>Identified pupils have been effectively supported and gaps diminished.</p> <p>Target children have been planned for and considered. This is evident in planning and lesson reflections.</p>	<p>Gaps from previous year groups continue to be identified and closed across Reading, Writing, EGPS and maths.</p> <p>Identified pupils have been effectively supported and gaps diminished.</p> <p>Accelerated progress has taken place for identified pupils.</p>	<p>Gaps from previous year groups identified and closed across Reading, Writing, EGPS and maths.</p> <p>Identified pupils have been effectively supported and gaps diminished.</p> <p>Accelerated progress has taken place for identified pupils.</p> <p>EAL and Pupil Premium pupils' gaps in learning have closed.</p>

<p>EAL and Pupil Premium pupils' gaps in learning begin to close.</p> <p>Targeted intervention and Pre-teach sessions for identified pupils has taken place. Impact measured and intervention reviewed.</p> <p>Improved standards in Phonics.</p>	<p>EAL and Pupil Premium pupils' gaps in learning continue to close.</p> <p>Targeted intervention and Pre-teach sessions for identified pupils has continued to take place.</p> <p>Impact measured and intervention reviewed.</p> <p>Standards in Phonics continue to improve.</p>	<p>Evaluated and effective intervention and pre-teach sessions has taken place and ensured that pupils have made accelerated progress and identified gaps have closed.</p> <p>Catch up in learning has happened.</p>
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1. Planned expenditure

Academic year

September 2020 to July 2021

The three headings below enable schools to demonstrate how they are using the catch-up fund to improve quality first teaching including classroom pedagogy, providing targeted support and support whole school strategies.

Tier 1: Raising quality first teaching for all children.

Provide high quality teaching and learning to enable all children to accelerate progress and catch up.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve phonics skills and scores in phonics screening	<ul style="list-style-type: none"> • AC to teach in Y2 (Autumn term) to support lower ability children particularly those struggling with phonics and early reading. • Letters and Sounds books have been purchased and are now being used to further support phonics and early reading. 	<p>AC an experienced teachers who have good phonics knowledge. They both will support in keeping group ratios low and through implementing high quality sessions to ensure progression for all children.</p> <p>Letters and Sound books allow children to independently apply phonics knowledge when reading.</p>	<ul style="list-style-type: none"> • Staff are assigned groups and responsibilities for teaching phonics. • Letters and Sounds books will be organized into a system in which children can access them appropriately (Covid-19 permitting) • Opportunities to use phonics and phonic resources across the curriculum are evident on teacher planning. 	AC, KM, BL, TM	December 2020 and April 2021
Address the gap in skills and knowledge in mathematics	<ul style="list-style-type: none"> • White Rose Hub premium resources have been purchased so that staff can access the resources, including ‘recap’ lessons focusing on basic skills from previous years. (This is funded by Pupil Premium – see separate PP strategy) 	<p>The use of White Rose Hub premium resources have offered staff important CPD opportunities on the Concrete, Pictorial and Abstract method of teaching mastery maths. This will be used further with training on bar modelling scheduled in Autumn 2.</p>	<ul style="list-style-type: none"> • All teaching staff have completed the CPA CPD units and are now implementing this into their planning; SM will be monitoring this. • White Rose Hub resources organise recap lessons into the current Programme of Study for each year group – this has ensured a consistent approach to teaching catch up skills across the school. 	SM, BL, TM	December 2020 and April 2021
Provide high-quality QFT in writing sessions to accelerate progress.	<ul style="list-style-type: none"> • The Training Space resources have been purchased to develop QFT across writing. • CPD opportunities for staff to increase their 	<p>High quality CPD alongside high QFT for all children is beneficial for both learning outcomes and staff development. Live lessons will be used as a coaching activity to consolidate teacher’s approach to using the Write Stuff. This unit will</p>	<ul style="list-style-type: none"> • All classes from Year 1 to 6 are completing the Live Lesson writing unit. • Teachers will review the CPD and then use another Learning Space unit to teach at the end of Autumn 2. This will give 	LE, KM, BL, TM	December 2021

	subject knowledge through the 'Live Lessons' offered from the Learning Space resource.	also be used as a moderation activity across the school to assess the scheme's impact on writing outcomes and next steps for groups of children.	teachers an opportunity to implement what they have learnt in the CPD.		
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Proposed Cost: £10,000

Tier 2. Targeting support, group and bespoke level, for identified low achieving children and/or those struggling to make accelerated progress including the more-able children.

Provide high quality targeted support to enable all children to perform in line with their peers and make good progress.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Close the gap in learning due to lockdown for the most vulnerable children in school (SEND, LAC and EAL)	<ul style="list-style-type: none"> SEND TA capacity to be increased in order to carry out small group work and 1:1 bespoke interventions with vulnerable children. SEND teacher to oversee a new specialist provision to meet the academic and social needs of all SEND children. QFT training opportunities for some teachers. 	Effective teachers and TAs support pupils with SEND and help them to make good progress and meet their SEND needs.	<ul style="list-style-type: none"> Effective induction to role and CPD given as necessary. Assessment will identify the pupils that need the support/gaps in learning. Bespoke SEND support will be planned and delivered for the identified pupils with SEND. The TA will be monitored and ongoing CPD will be provided as part of developing their role within the school. Interventions will be reviewed and evaluated, impact will be measured. 	JS	Feb 2021
Provide high quality support to Year 2 in order to allow children to make progress in line with their peers nationally.	For members of the SLT to lead on interventions with identified pupils, plugging identified gaps so that accelerated progress takes place.	Effective teachers are high impact, high cost, however, this will be within the SLTs' daily timetables so at no extra cost.	<ul style="list-style-type: none"> Effective induction to role and CPD given as necessary. Assessment will identify the pupils that need the support/gaps in learning. Interventions will be regularly reviewed and impact will be measured. 	TM, SM, BL,EJ	Dec 2020 Feb 2021

<p>To provide high quality, targeted support to enable identified pupils to perform in line with their peers and make good progress.</p>	<p>For members of the SLT to lead on interventions with identified pupils, plugging identified gaps so that accelerated progress takes place.</p> <p>Additional teacher for Year 6 employed to enable children to be taught in smaller groups</p>	<p>Effective teachers are high impact, high cost, however, this will be within the SLTs' daily timetables so at no extra cost.</p> <p>Research suggests smaller groups maximises progress for children The use of an additional teacher in Year 6 will have a positive impact on the outcomes of the mock SATs (particularly in maths). Smaller group sizes allow for detailed and personalised feedback to be given more frequently and for children to work on their own next step targets.</p>	<ul style="list-style-type: none"> • Assessment will identify the targeted pupils/gaps in learning. • Planned interventions will be specific to the pupils' needs and gaps in learning. • Regular review and evaluation of interventions, impact will be measured. • Additional teacher in Year 6 has been assigned a group and specific children that they are responsible for. 	<p>JP, BL, TM</p>	<p>Dec 2020 April 2021</p>
<p>To provide high quality, targeted support to enable identified pupils to perform in line with their peers and make good progress.</p>	<ul style="list-style-type: none"> • TAs to cover classes so that teachers can deliver interventions/pre teach sessions for vulnerable/identified children. • Experienced and skilled TAs to work with identified vulnerable pupils to diminish gaps in learning and help them to make good progress. • TAs and SEND teacher to deliver targeted interventions in Reading, Writing and Maths. 	<p>Experienced and skilled TAs and teachers working with children in small groups supports children to make good progress.</p>	<ul style="list-style-type: none"> • Assessments by teachers will identify the pupils that need the support/gaps in learning. • Bespoke support will be planned and delivered for the identified pupils. • The interventions will be monitored by assessment lead and Assistant Headteacher • Interventions will be reviewed and evaluated, impact will be measured. 	<p>BL, JP, TM</p>	<p>Dec 2020 April 2021</p>
<p>Proposed Cost</p>					<p>£10,000</p>
<p><u>Tier 3 Wider curriculum and school offer impacting on children's development and learning.</u> <i>Provide high quality enrichment, SMSC and cultural capital activities to support all children's well-being to promote all areas of development. .</i></p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Develop children's understanding of the wider world through the development of cultural capital.</p>	<ul style="list-style-type: none"> • Implementation of a school council. • Picture News activities to be introduced to ensure children have an awareness of the wider world and events that are going on around them. • Implementation of a newly designed curriculum embedding enrichment and cultural capital opportunities. 	<p>In order to build children's cultural capital, they need to have an understanding of the world around them. Weekly News, alongside the new whole school curriculum design, allows children to focus on current affairs and contextualise this to their learning.</p> <p>The school council will give all children an opportunity to contribute towards the wider school community, as they will be able to be involved in child-led initiatives that are relevant to them.</p>	<ul style="list-style-type: none"> • Regular school council meetings with KC. • Initiatives led by the school council will be visible to children, staff and parents. • All classes will complete the Weekly New activity as part of their PSHE sessions. • Senior Leaders will monitor and work alongside staff to ensure that the cultural capital and enrichment opportunities built into the new curriculum design enhance learning (Covid-19 permitting). 	<p>KC, JS</p>	<p>February 2021 and May 2021</p>
<p>Support all children in maintaining a positive mental health</p>	<ul style="list-style-type: none"> • Outdoor learning sessions offered to all children across the school. • Twice daily wellbeing check ins focusing on articulating emotions. • Dedicated SMSC lead within school to ensure wellbeing is a priority in school • Jigsaw PSHE training for all staff 	<p>Weekly outdoor learning sessions will allow children to learn outside of the classroom. This will ensure that children focus on transferrable skills, such as communication, team work and understanding the wider world. This also will impact on children's wellbeing and SEMH.</p> <p>A whole school approach to using wellbeing check ins to give children and staff an opportunity to discuss wellbeing, mental health and emotions allows children to become 'emotionally literate' and be able to describe their feelings accurately and in a consistent way.</p>	<ul style="list-style-type: none"> • Each class will be allocated an outdoor learning slot. • KM will co-ordinate the outdoor learning provision, including planning and coaching staff. • SEMH focus in outdoor learning tasks allow children to understand their own and others' wellbeing and mental health. • All classes use the wellbeing check in scale daily to reinforce the whole school wellbeing scale. Although this may look differently in different classes, the same terminology is used. 	<p>KM, JS</p>	<p>December 2020 and April 2021</p>

<p>Identified pupils will have the necessary IT tools to enable their learning to be enhanced and assist them in making good academic progress.</p>	<ul style="list-style-type: none"> • Vodafone SIM cards ordered to enable children to have access to data • DfE laptops ordered • Samsung tablets to be provided to children identified as needing them to access remote learning • Kindles to be purchased for identified children 	<p>Online learning is on apps requiring internet. Families can use the prepaid sim cards to access unlimited data for 90 days. DfE tablets no cost to school 2 allocated to school Samsung tablets will be provided to children who are self-isolating. Reading Kindles help to support pupils' reading development and engagement.</p>	<ul style="list-style-type: none"> • Individual pupils' gaps will be identified, and the tasks set on the laptops/Netbooks will match the gaps/needs of the pupils. • Regular review and evaluation will take place, ensuring impact for identified pupils. 		
Proposed cost					£2000