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|  | **DRAFT Morice Town Primary**  **Summary of Catch-Up Strategy** |

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| **School information** | | | |
| **School** | Morice Town Primary | | |
| **Academic Year** | 2020-21 | **Catch-Up Funding Received 2020-21** | £19,380 |
| **Total number of pupils** | 184 | **% Disadvantaged Pupils** | 54% |

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| **Contextual Information** (if any) |
| The parent survey relating to the provision of work during the partial closure period has been very positive. The vast majority of the pupils have returned to school well and made a positive start back into school. No families decided not to return to the school but there was considerable mobility during the closure period with 12 pupils leaving the school due to moving out of the area. Attendance initially in September was strong but it has been reduced by a number of children having to self-isolate often 'well' pupils due to siblings or family members displaying symptoms. Attendance this September was 92.4%  Historically, parental engagement can be mixed and limited in many cases. Many pupils live in small accommodation often sharing bedrooms with siblings and limited amount of space to work. Pupils on entry data suggests they are behind their peers nationally especially for PSED and Comm& Literacy. The school employs a sp&lang therapist 1 day a week to support mainly KS1 pupils language development. Access to suitable IT was an issue during the partial closure and a stronger virtual learning strategy needs to be developed and deployed as required. |

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| **Summary of Key Priorities***(related to overcoming challenges for pupils catching up on lost learning)* | |
| **1** | Restore pupils resilience, stamina and positive attitudes towards their approach to learning, many pupils have regressed during the partial closure and now readily give up when faced with challenges. |
| **2** | Complete the analysis the pupil's skills and knowledge, to ensure an effective programs and curriculum sequences are adapted enabling pupils regain lost ground and make sustained and rapid progress. Teachers released to work with their pupils either 1:1 or in small groups. |
| **3** | Teaching and Learning handbook developed and consistently applied throughout the school ensuring quality first teaching for all pupils. |
| **4** | Pupils' gaps in reading, writing, maths and phonics are identified and catch up provision deployed. Subsequent assessments indicate progress has been made. |
| **5** | Develop an effective virtual school to support self isolating pupils providing quality learning opportunities. Ensure parents understand how to access this |

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| **Summary of Expected Outcomes***(what you are hoping to achieve)* | |
| **1** | Pupils' confidence and ability to complete tasks in a timely manner is returned to pre- closure levels. Pupils can concentrate on a task for extended periods and work systematically thorough challenges as they meet them. |
| **2** | 1:1 & small group provision/conferencing supports pupils to make good progress form their baselines. Dependingon yr group there will be 3 or 4 weeks of afternoon support available. Having their class teacher deliver this support will enable pupils to have on-going dialogue and support even outside the identified time. This will increase the impact of the interventions and ensure the pupils continue to make progress. |
| **3** | Gaps in pupils knowledge have been addressed and pupils regain lost ground to return working from their age appropriate curriculum. Once the gaps have been identified and the content taught the children should return to learning their year groups content. |
| **4** | All teaching is graded as good, teachers use principles in handbook to ensure consistency of approach across all classes. Taking into account the current Covid restrictions, quality first teaching will ensure pupils a well taught, develop their independence and resilience in their learning. |
| **5** | Should ‘well’ staff be unavailable to teach or pupils have to self-isolate then quality teaching will still be available to the pupils. Parents will have a good understanding of the expectations of their children and have appropriate guidance on how to access the online learning. |

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| **Strand 1: Teaching and whole-school strategies** (Supporting great teaching, pupil assessment and feedback, transition support) | | | | | | |
| **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)** |
| Teaching and Learning handbook supporting quality first teaching | All | All teacher understand QFT and MT's approach | All & SC | 'Walk throughs' identify strengths and development points for each teacher. | £500 | £0 |
| Purchase of additional resources to support class teachers- power maths, no-nonsense SPAG, additional RWInc resourcesetc | All pupils in class | Pupils provided with appropriate resources for their in class work | Subject leaders | E/M subject leaders – pupils make strong progress. |  | £2000 |
| Analysis of baseline data and what gaps in pupil knowledge are evident- subject leader time to revise curriculum content/ support class teachers planning learning sequences | All | Teachers aware of pupils needs and plan accordingly | All | Pupil make rapid and sustained progress, supported by pupil data. |  |  |
| Jigsaw recovery lessons and program embedded in class practice supporting pupil’s welfare and mental health. |  |  | SC & all staff |  | £0 |  |
| **Cost** | | | | | £0 | £2000 |

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| **Strand 2: Targeted support** (1:1 and small group tuition, intervention programmes, extended school time (before and after school interventions) | | | | | | |
| **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)** |
| Release class teachers for a series of 5 afternoons in 1 week to either work 1:1 or in small groups on identified gaps in their skills/ knowledge. This will be repeated on ,3 x 4 weeks cycles.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Cycle 1 | Wk 1 | Wk2 | Wk 3 | Wk4 | £ | | 2/6 | 5/F | 3/4 | 1/6 | 4000 | | Cycle 2 | Wk 1 | Wk2 | Wk 3 | Wk4 |  | | 2/5 | F /3 | 4/1 | 6/2 | 4000 | | Cycle 3 | Wk 1 | Wk2 | Wk 3 | Wk4 |  | | 5/F | 3/4 | 1/6 | 2 | 3500 | | Predominantly DIS pupils but no-DIS will be included as needed. | Accelerated rates of progress and lost leaning regained. | All teachers | Pupils conferencing, pupils' knowledge and skills will be improved- pupil progress data. |  | £11,500 |
| Catch up TA to work mornings in KS1 supporting the Sp& L and phonic skills across the KS | Predominantly DIS children but include non DIS if required | Phonic skills | KS1 lead |  |  | £4500 |
| **Cost** | | | | |  | £16,000 |

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| **Strand 3: Wider Strategies** (Supporting parents and carers**,** access to technology**,** holiday support) | | | | | | |
| **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)** |
| Access to online learning- google classroom available. Google meet used as teaching platform- resources and slides shared on this platform, staff training required to up skill staff. | All, as required | Pupils who are at home can continue to engage in their learning and real time teaching. | All | Staff will be able to monitor which pupils have accessed the g classroom, provide feedback to pupils. Pupil progress data. |  | £0 |
| Staff given time to develop online learning materials, record and upload materials to the google suite classroom. | All pupils at home | Pupils can access lessons in real time and revisit them as required | All | Pupils will be able to revisit lessons and revise content.  Pupil progress data. |  | £0 |
| Access to technology- from parent survey results ascertain which families in their class will need to borrow devices should there be another period of lockdown/if their child needs to isolate.  Provision of filtering software for chrome books being sent home. | Pupils without access to devices or wifi/ dongles | Pupils will be able to engage in online learning activities as required. | OT / LG | Pupil conferencing and progress data. |  | £1,000 |
| Upgrade staff laptops to ensure they are capable of delivering virtual learning | All | Older laptops without cameras to be distributed to pupils | OT | Effective online teaching provided  Pupils can use older laptop to access online learning platform. | £2000  (capital) |  |
| **Cost** | | | | |  | £1000 |
| **Total Cost** | | | | | £2000 | £19,000 |