

DRAFT Morice Town Primary Summary of Catch-Up Strategy



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%

Contextual Information (if any)
<p>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%</p> <p>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.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
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

Summary of Expected Outcomes(<i>what you are hoping to achieve</i>)	
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. Depending on 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.

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 resources etc	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

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.						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
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						
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	Phonicskills	KS1 lead			£4500
Cost											£16,000

Strand 3: Wider Strategies (Supporting parents and carers, access to technology, holiday support)						
Action/Strategy	Which pupils have been	Expected Impact	Staff	Monitoring:	Cost	Cost

	targeted for this strategy? Who will benefit?		lead	When and how will you evaluate impact?	(School Budget)	(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