

CATCH -UP STRATEGY 2020-2021

Olney Infant Academy



The IFtL Ethos and vision

Across IFtL, we 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.

| Contextual Information | | | | | |
|--|-----------|------------------------|--|-----------------------|--|
| Academic Year | 2020-2021 | | Date: | | October 2020 |
| Number of Pupils on Roll (September 2020) | 201 | Total Catch up Budget: | £17.200 | Termly Impact Review: | December 2020 April 2021 July 2021 |
| Use of Funds | | | EEF recommendations | | |
| <p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p> | | | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time | | |

Whole school gaps/identified impact of lockdown

Knowledge and Understanding in the core areas of reading, writing and mathematics

Across the school we identified stamina for writing to be an issue, particularly for Year 1 children who missed out on crucial time in the reception year to embed writing skills. Additional structured opportunities for writing were planned into the weekly timetable for children with the development of some writing continuous provision opportunities added throughout the school

Summer term objectives in maths such as fractions and reasoning were identified across KS1 as objectives where depth of understanding was not evident. Gaps in learning were particularly evident for our Year 2 children. These helped to form part of our initial recovery curriculum. We are using support from the DfE Ready to Progress materials to support teachers in adapting plans.

Additional Phonics sessions and interventions have been added to address gaps, despite the fact that our assessments of reading fluency were very positive, we did identify gaps in children's phonological awareness resources and support materials available to parents through Microsoft Teams

In reading we plan to focus on the love of reading and provide more group reading to give children the opportunity to talk about their reading with their peers. We will also provide a wide range of text types, as this would not have been so easily accessible to all families during home schooling.

In school interventions were set up for reading, writing, maths and phonics and target children were identified. Additional TA hours were added to deliver this.

Social, emotional and mental health and personal development

As a school we are fully committed to supporting our pupils emotional and mental health and wellbeing. We have a strong focus on spiritual, moral, social and cultural development and our ethos and values centre around children individual needs.

For some of our children, their place of safety, routine and security was closed to them, with many children having limited social contact with their peers for in excess of 5 months. Children will need support to re- establish their connections as well as process the life changing factors of the Covid pandemic. Many families have seen an impact financially due to the pandemic and family circumstances have changed. We will offer support to any family that reaches out to us, as well as staff being vigilant and spotting any changes in behaviour that may indicate families are struggling.

In Reception and Year One, children have missed significant opportunities to develop appropriately and with others in the prime areas of the Early Years Framework. This loss in personal, social and emotional development and communication and language is a significant concern, especially for our Year 1 children. The loss of this vital early years' experience has been notable. Direct teaching of social skills and emotional literacy has been missed.

Key parts of our comprehensive PSHE Jigsaw education were missed. These key themes of health and wellbeing, relationships and living in the wider world have not been experienced as effectively as they can be in school.

Children's loss of everyday experiences (cultural capital) that build their confidence and are such a huge part of their life is of concern for the children in our community. e.g. clubs, experiences, trips, holidays, special visitors.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

| i. Teaching and whole-school strategies | | | | |
|---|--|-------------------------|--|--|
| EEF Recommended Strategy and Rationale | Implementation | Anticipated cost | Expected Impact | |
| <p><u>Supporting Great Teaching</u></p> <p><i>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</i></p> <p><i>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development</i></p> | <p>Purchase additional resources to allow for rotation and for individual sets</p> | £2000 | <p>The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics.</p> | |
| | <p>Supply manipulatives for children working at home to support access and deeper understanding of concepts.</p> | | | |
| | <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Planning will look at key concepts that the children will need to ensure they understand to be able to build on this knowledge in subsequent year groups. We will provide cover for additional PPA for teacher to research and plan for non-core subjects using New Cornerstones curriculum</p> | £3500 | <p>Knowledge gaps will be identified, and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained, and pupils attain in line with National Expectations.</p> | |
| | <p>Purchase Cornerstones Curriculum to improve the consistency of teaching across non-core subjects and to be used as</p> | £2000 | | <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p> |
| | <p>Further widen teacher's access to high-quality teaching and learning resources</p> | | | |
| | <p>English Lead supported by SLE to support whole staff development and improvements in writing.</p> | £800 | | <p>Teachers understand the progression of skills in English and are able to identify gaps</p> |
| | <p>Purchase Fantastic Foundation training and English lead to deliver. Provide cover for English lead to work alongside SLE and plan</p> | £200 | | <p>Consistency in teaching of English is closely monitored and teachers supported by skilled English leader</p> |
| <p>Additional resourcing to ensure Year One is equipped for a successful continuous provision approach to learning to be successful.</p> | £2000 | | <p>Children in Year 1 build on the approach from EYFS, allowing fundamental opportunities missed in EYFS are supported and built on as children progress through the National Curriculum</p> | |

| | | | |
|---|---|---|---|
| <p><u>Pupil assessment and feedback</u></p> <p><i>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</i></p> | <p>Teacher and TA training on high-quality feedback to ensure we benefit significantly from this most powerful tool for developing learning. Staff training on 'live' marking and whole class feedback</p> <p>Develop assessment of Foundation subjects in order to identify gaps. Teachers to have opportunities to assess foundation subjects.</p> <p>Subject leaders to develop progression grids using Cornerstones curriculum as a starting point. Release time termly for subject leads</p> <p>Frequent 'check-in' testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.</p> <p>Introduction of OTrack subscription to allow monitoring of all subjects</p> <p>Introduction of EExAT as a highly principled and practical solution to assessment in EYFS.</p> <p>Staff training on EExAT</p> <p>Assessment cycle to be revisited</p> <p>Cornerstones tests introduced and online tool used to identify gaps and offer standardised score.</p> <p>White Rose tests to be introduced at end of units in Year 1</p> <p>Staff to use these assessments to adapt their planning in order to close the gaps.</p> | <p>£1500</p> <p>£800</p> <p>£700</p> | <p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements.</p> <p>Analysis of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p> <p>Gap analysis using EExAT will ensure bespoke learning opportunities and interventions and planned as part of the early Years provision. With a GLD of above 80% achieved</p> <p>Gap analysis from test will ensure bespoke learning opportunities and interventions and planned as part of the KS1 provision. With the majority of children achieving the pre covid targets projections</p> |
| <p><u>Support Remote Teaching</u></p> <p><i>Focusing on high-quality remote learning will always be valuable for pupils. When implementing strategies to support pupils' remote learning, or supporting parents to do so, the key</i></p> | <p>Ensuring a high-quality remote learning offer is in place for individual pupils, groups or cohorts and whole school lockdown.</p> <p>DfE Ed Tech partnership scheme with Danesfield school, supporting the implementation of Microsoft Teams for the delivery of effective, high quality remote learning.</p> <p>A mixture of live lessons and activities will be used. Independent tasks set.</p> <p>Learning feedback will be shared for all assignments set</p> | | <p>Children's experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved</p> |

| | | | |
|---|---|--|--|
| <p>things to consider include: Teaching quality</p> <p>Ensuring access to technology</p> <p>Peer interactions -provide motivation and improve learning outcomes</p> <p>Supporting pupils to work independently</p> | <p>Continual CPD for staff, ensuring ready for instant remote teaching</p> <p>Microsoft Teams to be used for setting homework to ensure regular use so all are ready and equipped for remote learning</p> | | |
|---|---|--|--|

| ii. Targeted approaches | | | |
|---|---|--|---|
| EEF Recommended Strategy and Rationale | Implementation | Anticipated cost | Expected Impact |
| <p>High Quality Booster Groups and Intervention</p> <p><i>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.</i></p> <p><i>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</i></p> | <p><u>1-to-1 and small group tuition</u> In addition to our usual intervention programme, we will:</p> <p>Deliver a range of ‘catch up’ intervention sessions these will be delivered by teachers and teaching assistants, provided through additional TA hours</p> <p>Recruit a temporary FT TA for the summer term in EYFS</p> <p>All additional interventions will linked to the most recent assessments and they will be precisely targeted, rapidly reviewed and time-specific. 1/2 a day additional TA hours Jan - July</p> <p>Deliver NELI programme for identified children in EYFS</p> <p>Personalised Support Plans and the systematic approach of the SENCo ensures provision is implemented and needs met. This will be reviewed alongside the SLT to ensure teachers are fully aware of the needs of identified children</p> | <p>£5840</p> <p>£885</p> | <p>By increasing targeted time spent phonics/supporting maths 1:1 , data analysis will indicate gaps in phonics and maths are closing/closed</p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>The deployment of additional adults is reflective of need/provision map</p> <p>Regular feedback from TA’s ensures teachers are kept well informed of progress of individuals and as a result</p> |

| | | | |
|--|--|--|---|
| | | | impact is maximised within the classroom. |
|--|--|--|---|

| iii. Wider Strategies | | | |
|--|---|--------------------------------------|--|
| EEF Recommended Strategy and Rationale | Implementation | Anticipated cost | Expected Impact |
| <p><u>Supporting parents and carers</u> <i>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic.</i></p> <p><i>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</i></p> <p><i>Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</i></p> | <p><i>Additional</i> online learning resources will be shared with parents to support children’s home learning.</p> <p>NUMBOTS purchased to support maths fluency.</p> <p>Home-learning can be printed and ready to distribute for all children who need it.</p> <p>Stationery packs set aside for children to take home if required</p> <p>No need for printing to complete work</p> <p>Provide children with phonetically matched reading books at both home and school.</p> <p>Providing parents with the resources/online links to continue to practise phonics at home</p> <p>Adapt our approaches to parental engagement to ensure that Covid restrictions do not inhibit families’ opportunities to access support e.g. pre-recorded and/or virtual Parent Workshops, Parents’ Evenings, communication techniques.</p> <p>Ensure there is pastoral support for children and parents Headteacher visible and available in the mornings on arrival every morning to address any concerns immediately.</p> | <p>£95</p> <p>£100</p> | <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery, resources and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Teams is incorporated into everyday practice, ensuring all staff and families are able to use.</p> |
| <p>Access to technology <i>Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to</i></p> | <p>Communication with parents to ensure all pupils have access to technology to support remote learning.</p> <p>DFE Lap tops – set up and support given to families.</p> | | <p>In the event of lockdown all families will be equipped to access Microsoft Teams via a device. The setup of home learning will be paperless, resulting in easier access</p> |

| | | | |
|--|---|---------------------------------------|--|
| <p><i>technology has been a barrier for many disadvantaged children.</i></p> | <p>Appeal to community to donate unwanted devices and then set up for home learning</p> <p>Set up direct IT contact link to IT technician</p> <p>Provide support for set up and using equipment</p> | | |
| <p><u>Social, Emotional and Mental Health Support</u></p> <p><i>Children will have had different experiences of the pandemic and time and stimuli to discuss their experiences will help support them to process what has happened and what is still happening.</i></p> | <p>Focus on mental health and well-being. Well-being being lead to link with IFTL network team to share ideas</p> <p>Well-being check ins</p> <p>Development of pastoral role</p> <p>Purchase an online safeguard tool to collate concerns and actions</p> <p>Additional TA hours used to target children with emotional needs (in particular Yr2).</p> <p>Train all SLT as DSLs</p> <p>Develop places of calm for children to relax</p> <p>Introduce the Leuven scales</p> | <p>£500</p> <p>£300</p> | <p>Carefully designed classrooms include ‘calm spaces’ and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, offer handy reminders for pupils and staff.</p> <p>The focus on wellbeing and additional adult time to support this will result in children feeling safe and secure and comfortable to talk about their feelings.</p> <p>Strategies to support children to manage feelings will ensure levels of wellbeing and involvement remain high</p> |
| <p><u>Outdoor Learning</u></p> <p><i>EEF states that outdoor learning/forest schools can provide an opportunity for collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion will also be involved. On average, children who</i></p> | <p>Outdoor Learning Provision</p> <p>Development of outdoor area for KS1</p> | <p>£1000</p> | <p>As a result of dedicated time to bond with their peers, free from academic classroom constraints, children’s relationships will return to a positive foundation. Following Maslow’s hierarchy of need, children will be ready to learn within the classroom and as a result academic progress will be increased.</p> |

| | | | |
|--|--|---|---|
| <p><i>participate in adventure learning situations make approximately four months additional progress.</i></p> | | | |
| | | <p>Total Catch Funding School budget additional</p> | <p>£22,200 £17,200 £5020</p> |