

Almond Hill Junior School: Summary of Catch-Up Strategy

School information			
School	Almond Hill Junior School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: @ £24 640 (308 pupils)
Total number of pupils	306	% Disadvantaged Pupils	22%

Contextual Information (if any)
Almond Hill junior School is a school is a 3 form entry school: disadvantaged 22 %, FSM 19% % and SEN 15%. The school is situated on the edge of the old town with intake across social and home ownership. Socio economic backgrounds vary. During Covid shutdown, regular online and paper accessible learning was set and staff rang every child at least 2 weekly to support with their learning and signpost or support any other family needs. Year group emails were set up to further aid communication between parents and teaching staff. Teacher assessment of pupil engagement (green) with home learning pupil was just over 50%.

Barriers to future attainment (academic)
2019 Progress score: R – 2.3, W – 2.8, M-3.7
2019 Attainment schools broadly in line NA at expected but well below NA at greater depth
Only 61% have been RAG rated as showing ‘good’ learning behaviour on return to school September 2020

Barriers to future attainment (external)
Teacher assessment shows for children in years 4-6, just over half of the children did not engage fully in learning opportunities offered during shutdown and 12% did not engage at all. The school’s KS1/2 Transition programme was severely curtailed for children entering Year 3 in September 20.
September 20, 22% disadvantaged pupil – this number has increased - attendance of disadvantaged @ 2.5% less than cohort 93% September 20
46% of disadvantaged pupils (September 20) have had external agencies involved with their family – plus additional 21% offered parenting support

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children have time to ‘reactivate’ their learning with teachers using formative assessment of initial outcomes, learning behaviours and mental well- being to establish initial baseline October 20.
B.	Approaches to teaching and learning on opening of school September 20. This considers curriculum design, the provision of stimulating classroom environments to support learning but also consider safe working practice and the well- being of pupils and staff returning to routine and new regimes.
C.	Appropriately adapted curriculum that supports a well- paced catch up that is sustained and meets the needs of pupils at different starting points and with varying barriers to learning.

Summary of Expected Outcomes	
A.	Children will enjoy being back at school and will indicate they feels safe and supported to get used to new regimes. Year 3 pupils will make a confident, successful transition and this is backed up by parent view.
B.	By end of Autumn 1, teachers will have used formative assessment to make plans to inform initial intervention. By end Autumn 2 a summative assessment and pupil progress discussion for all groups of pupils will provide a secure baseline to direct further intervention in spring term
C.	Pupils will be guided to an understanding of their learning behaviour and how these support learning and will have been introduced to strategies to support resilience to overcome barriers to learning. Children will be able to articulate how their learning behaviour impacts on their outcomes and show this in reference to improved outcomes.
D.	Over the year, children in Year 6 to have the support to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide year 6 children to a point where outcomes are broadly in line with national average and in years 3,4 and 5 at least the large majority achieve expected standard or above.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	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)
Supporting effective teaching	IRIS film clips linked to SIP priority: Autumn term Maths fluency Reading comprehension Maths RUCSAC Spring term: tbc Specific support/guidance for individual teachers	All teachers	SLT and Maths/English leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	HT DH Core SLs Hfl TLA	Half term shared clips – summary of comments from SLT shared with individual teachers.		Iris upgrade @£4000
Supporting effective teaching	Monitoring planning for writing. Monitoring of pupil writing outcomes Specific support/guidance for individual teachers	All classes	Class teachers (CTs) will be supported by WSL and DH to plan engaging writing lessons that facilitate ‘track back’ linked to age related skills/concepts. Planning will meet the needs of class. Outcomes show pupils applying learning. Feedback will evidence high	WSL Deputy Head Hfl TLA Class teachers	Rotation of staff meetings. 4 weekly review with class teachers – ongoing. Half termly SLT review Pupil progress meetings/SEN review/PP review termly	Staff meeting time	
Supporting effective teaching	Monitoring outcomes for maths and foundation subjects Specific support/guidance for individual teachers Moderation of pupil outcomes	All classes	CTs will be supported by the maths SL, SENCO/ HT to review planning against pupil outcomes. Outcomes show teaching meeting the needs of pupils with opportunity to track back linked to ARE skills concepts. There is breadth in curriculum learning. Assessment is accurate	HT/MSL / SENCO	Rotation of staff meetings. 4 weekly review with class teachers- ongoing Year group unit moderation Half termly SLT review Pupil progress mtngs/SEN/PP review termly	Staff mtng SLT/class teacher non- contact (cover supervisor)	
Cost - Sub-totals							4000
Total budgeted cost for Strand 1							4000

STRAND 2: TARGETED SUPPORT

Element of Strand	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)
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 delivered by trained staff. Training for support staff delivered by SENCO/WSL/RSL/SENCO. Fortnightly mtng SENCO/support staff/rolling programme of monitoring	Children across the school identified as needing support in English and/or Maths.	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly. Support staff are trained to deliver high quality support.	Class teachers SENCO	Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map Observation of support staff delivery		TA training half termly x 1 hour £1000 salary
After/before school interventions	Targeted interventions - small group delivered by trained staff (up to 10 pupils) Resources to enable successful intervention including the payment of staff for additional hours	Children in Years 4, 5, 6 identified as needing support in English and/or Maths.	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	MSL (5) RSL (6) WSL (6) RP class (W) teacher SL (4) (M)	Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map		£4000 salary
Learning Lunchtime	Lunch with my teacher 30 mins x 3 classes weekly	Children In Year 3 identified as needing support in English and Maths/passive learners/anxious learners	Children will be able to talk to their teacher about their learning in a relaxed setting, suitable to their age. Informal discussion will aid teacher to pick up on misconception/inform planning and build relationship. Pupils will feel more confident about aspects of their learning.	Year 3 teachers PP lead	Work/participation in books to show application. Pupil progress meetings Pupil view		£300 MSA school lunch
1:1/small group tutoring	National tutoring programme to provide specific intervention including discounted payment of tutors	Targeted pupils from across the school – HPA children targeted to achieve greater depth	Children will have targeted support in school time to enable gaps in learning to close and progress to be made	Tutor Class teacher	Tutoring plan Work/participation in books to show application		£4000 Tutoring programme salary

Making Learning Sticky INSET	INSET to support practice of retrieval from long term memory to working memory	Training for teachers and support staff (cover supervisors/PPAMs)	Teachers use a range of strategies to support children to recall learning. Pupils are able to articulate how prior learned skills can apply to current learning	HT	Learning walks Planning Teacher/pupil feedback		£525 training £100 Salary
Easter school	3- day bespoke intervention to target specific gaps to prepare for SATs.	Year 6 pupils disadvantaged pupils	Target gaps to improve attainment	SLT/ Support staff	Target objective plan Teacher/pupil feedback Application to class work/learning outcomes		£500
Transition preparation	Early knowledge gathering of catch up at year 2 for plans to adapt transition programme for September 21. Upskilling of Deputy Head to knowledge of feeder school to inform future planning for transition	Prospective Year 3 pupils.	Senior leader will be well informed of KS1 Year 2 catch up and impact to inform KS2 preparation for transition in programme summer 21	HT DH KS1 SLT	SLT meetings Transition programme summer/autumn 21	Cover	
Resources to support teaching	Some additional resources to support priority areas White Rose £ 140 annual Nelson font software £250 Reading books (booster) £100 CGP revision books £500						£1000
Cost - Sub-totals							11425
Total budgeted cost for Strand 2						11425	

STRAND 3: WIDER STRATEGIES

Element of Strand	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 technology	Purchase of IPADs	Year 3 to 6 Focus on Year 4 for tables	Targeted use of APs for reading and times tables will support progress	SBM Comp uting SL Readi ng SL Maths SL	Pupil progress meetings termly Scores in testing Engagement levels		£5500
Draw and Talk training and intervention for 2 members of staff	Intervention training and programme for pupils presenting with SEHMI 12 weeks x 30 mins weekly	Targeted pupils	Pupils will be supported to process their feelings in a safe environment	RB SMCL	Engagement levels Pupil view Parent view Teacher view		£500 training £500 delivery salary
Hfl Resilience training	Teachers to undertake training	All children	Teachers will be upskilled in supporting resilience in pupils and incorporate this into classroom practice	TBC	Learning behaviour baseline and reviews Pupil view Engagement levels Teacher view Parent view Pupil well- being group	Cover x 2 for follow up discussion and plan for staff meeting Staff meeting	£100 training
Resilience training	Teachers to undertake training –behaviour specialist Rony Ford	All children	Teachers will be upskilled in supporting resilience in pupils and incorporate this into classroom practice	HT RF	Learning behaviour baseline and reviews Pupil view Engagement levels Teacher view Parent view Pupil well- being group	Staff meeting	£350 training
Resilience programme for Year 6	DH leading PENN resilience training	Targeted Year 6 group	To support pupil engagement in lessons and preparation for secondary school	DH	Pupil view Pupil engagement Pupil outcomes		£500 Delivery salary
Bounce Forward Resilience Training	PSHE lead training	Target Year 5	To support pupil engagement in lessons and preparation for Year 6	LA	Pupil view Pupil engagement		£165 staff training

					Pupil outcomes		
Fixed/growth mind set INSET and formative assessment strategy	All staff to revisit training. Pupil assembly	All children	All staff understand concept and use associated vocabulary when working with children. Children are refreshed of concept and this supports their approach to learning	HJ EF	Learning behaviour baseline and reviews Pupil view Engagement levels Teacher view Parent view Pupil well- being group	Staff meeting	
Learning behaviour training	Support staff undertake training. Programme learning behaviour intervention group	Targeted groups (4-6) in all year groups x 6 30 mins sessions	Support staff are upskilled to school learning behaviour scheme and promote in daily lessons.	HT/DH	RB (3) x 1 group weekly AF (4) x 1 group weekly JR (5) x 1 group weekly FP (6) x 1 group weekly		£2000 salary
Support for Parents	Information Teams meetings on programmes of study and how parents can support their child with their learning. Specific information provided for year 6 parents on SATs arrangements and year 4 times tables assessment	Year 4 and 6	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.		Parents to be informed of medium term plans published on website by end of September 20 – termly updates promoted. The large majority of parents attend Year group Teams information meeting each term. January/April		
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and taking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	RM	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.		
Cost - Sub-totals							9615
Total budgeted cost for Strand 3						9615	

Financial Summary

Cumulative Sub-total for all strands		
Total budgeted cost for all strands	£25 040	

Additional Information (if any)