

Northfield St Nicholas Primary Academy: Summary of Catch-Up Strategy



This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance**).

School information			
School	Northfield St Nicholas Primary Academy		
Academic Year	2020/21	Catch-Up Funding Received 2020-21	£30,650
Total number of pupils	408 (however only Rec-Y6 eligible @£80 per pupil)	% Disadvantaged Pupils	48%

Contextual Information (if any)

As the school is still unclear as to how to access tutors from the tutor agencies and how the discounts might be applied, we have decided to split the allocation funds into 3 different terms @ approx £10k per term. Each term we will reassess the costings and budget and re adjust who/what the school can afford and if additional personnel can be purchased to support the strategy we have laid out below)

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	reading/vocabulary/decoding/phonics/inference re: Reading comprehension
B.	times tables (KS2) /number bonds(KS1)/basic calculation skills
C.	wellbeing

Summary of Expected Outcomes	
A.	more engagement and improved outcomes with reading/improved phonics/stronger decoding & inference skills re:reading comprehension, across the curriculum
B.	improved confidence, outcomes and application of key mathematical skills (times tables/number bonds/ basic calculations skills)

C.	children more confident and engage positively with new school systems re: COVID19 measures as measured by check in/out scores and feedback from pupil interviews around being safe/feeling safe at school.
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Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(eg, Supporting Great Teaching)</i>	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)
Identifying gaps and filling gaps in learning (Pupil Assessment and feedback)	Teachers use a range of assessment tools to identify gaps and plan to address these (EYFS-teacher observations, Y1 phonic assessments and teacher assessments in the key skills in maths, Y2-6 use of PIXL Autumn Transition units to identify and address gaps), PIRA/PUMA assessments	Using PIXL QLAs we will address the whole class /majority of the class gaps in teaching sessions. Where the gaps do not exist for the whole class these will be addressed using interventions as detailed in Strand 2.	rapid improvement of key skills	SLT	Data collection through assessments (PIXL/PIRA/PUMA) Regular meetings between SLT and phase leaders to discuss and monitor progress	0	0
Narrowing the curriculum where teachers feel this is most appropriate in order to address gaps in key skills (Supporting great teaching)	Teachers use their professional judgements and in consultation with phase leaders, to return to previously taught skills that are not now embedded in order to fill the gaps and quickly move toward age related expectations.	Teachers use data analysis as well as formative assessment to develop a flexible approach to planning and delivery to act quickly and precisely to identify missing or un embedded pre-skills for groups of pupils and teach them effectively and efficiently to enable gaps to be filled and age appropriate skills to be focused on as soon as possible. .	rapid improvement of key skills	SLT	Data collection through assessments (PIXL/PIRA/PUMA) Regular meetings between SLT and phase leaders to discuss and monitor progress	0	0
Cost - Sub-totals						0	0
Total budgeted cost for Strand 1							

STRAND 2: TARGETED SUPPORT

Element of Strand <i>(eg, Interventions)</i>	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)
Early reading pre skills	Release EYFS teacher x 2 mornings a week to deliver high quality intervention to identified key pupils/groups in Reception.		Children will have the explicit and supported opportunity to engage with books, reading and practice the pre reading skills required to develop a love of books and reading.	PW/LC	start and end point assessments	initial outlay will be covered through first tranche of money from Govt Catch up funding	HLTA x 2 mornings per week
Phonics Catch Up	An additional LSA (existing MDSA) has been allocated hours every afternoon to release an LSA with expertise in phonics in order to deliver a catch up programme with identified children		Pupils will gain age related phonics/decoding skills that currently prevent them from accessing age related or independent reading experiences.	KS/HP/CN/KCh	start and end point assessments	initial outlay will be covered through first tranche of money from Govt Catch up funding	LSA x 5 pms a week
Reading Catch Up- Y3 & 4	Reading advocate has been deployed to deliver phonics and reading interventions with identified children, her hours have been increased to also include afternoons to facilitate this		Pupils will gain age related phonics/decoding skills that currently prevent them from accessing age related or independent reading experiences.	RG/EC/CW/GC/LL	start and end point assessments	initial outlay will be covered through first tranche of money from Govt Catch up funding	LSA x 5 pms a week
Reading Catch Up Y5	A secondary English specialist teacher will be working one day a week to deliver a reading catch up programme with identified children		Pupils will gain age related phonics/decoding/comprehension skills that currently prevent them from accessing age related or independent reading experiences.	PES/KA/SC	start and end point assessments	initial outlay will be covered through first tranche of money from Govt Catch up funding	initially 6 sessions pms by HLTA until Tutor can be sourced English Specialist teacher £170 P/W
Reading Catch Up Y6	A secondary English specialist teacher is working one day a		Pupils will gain age related phonics/decoding/comprehe	PES/KW	start and end point assessments		£150 P/W

	week to deliver a reading catch up programme with identified children- this teacher has worked with us previously to improve Y6 outcomes		nsion skills that currently prevent them from accessing age related or independent reading experiences.				
Maths Catch Up Y6	A Maths specialist teacher is working one day a week to deliver a reading catch up programme with identified children- this teacher has worked with us previously to improve Y6 outcomes		Pupils will gain age related number and calculation key skills that currently prevent them from accessing age related or independent reading experiences.		start and end point assessments	initial outlay will be covered through first tranche of money from Govt Catch up funding	£285 P/W
Cost - Sub-totals							£13,650
Total budgeted cost for Strand 2						£13,650	

STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(eg, Access to technology)</i>	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)
Google classrooms for whole school lockdown teaching	Ensure that Google classrooms has been set up and staff trained to use in event of whole school closure.	all	More effective engagement form pupils in home settings	JC/SC/PES	via engagement stats	zero	zero
Amazon Fire Tablets x20 (or similar) for key disadvantaged pupils to access remote learning during isolation periods	To have an effective resource that can be 'loaned' out to families who have insufficient resource to access online learning during the event of a whole school, partial or self isolation event	Most vulnerable Y5 or 6 pupils (ie: RAG rated)	That most vulnerable to underachievement pupils n Y5 or 6 can be supported to further access home learning opportunities during a self isolation period or during a bubble closure.	SLT	Ensure log of who has the resource and how it has been used to access online learning.	ICT technicians time to set up and monitor resource audit etc	

Pupil wellbeing	Increase pastoral teams capacity to manage/support pupils who present with wellbeing concerns linked to COVID lockdown/new school regimes.	Pupils identified by Pastoral team or by parents with concerns	That attendance for the most vulnerable is not likely to worsen.	TF/Pastoral care	Use daily check in/out spread sheet evidence to monitor vulnerable pupils	zero	zero
Independent councillor	Activate independent councillor to support pupils identified as a result of bereavement or other severe covid19 lockdown issues	Pupils identified by Pastoral team or by parents with concerns	That attendance for the most vulnerable is not likely to worsen.	Tf/SLT	Use daily check in/out spread sheet evidence to monitor vulnerable pupils	zero	£2000 in total £666 per term
Cost - Sub-totals							
Total budgeted cost for Strand 3						£2000	

Financial Summary

Cumulative Sub-total for all strands	15,560	
Total budgeted cost for all strands	30,650	

Additional Information (if any)

Due to the lockdown in Spring 21 not all of the funding was spent in this academic year. This has been carried forward to be used in 2021/22.