

COVID CATCH UP STRATEGY 2020-2021

| 1. Summary Information | | | | | |
|------------------------|--------------------------|------------------------|-------|-------|--|
| School | Sandbach Primary Academy | | | | |
| Total number of pupils | 115 | Total Catch Up Funding | £7120 | Date: | |

| 2. Summary of approach taken by school to develop this strategy |
|---|
| Baseline assessment for 2020 Reception cohort Wellcomm Assessment of language and communication with the Nursery (3-4 year olds) and Reception pupils Diagnostic reading assessments of all children in years 1 – 4 as well as Phonics assessments for all children in year 1 and 2 (where they did not meet standards) Analysis of gaps and realignment within maths. Engagement in Education Endowment Foundation Materials School Planning Guide 2020-2021 Strategy designed in collaboration with all teaching and support staff and redeployment of resource to meet identified academic need has been given the highest priority |

| 3. Current attainment | National 2019 | School 2019 | PP School 2019 |
|---|---------------|-------------|----------------|
| % achieving expected standard or above in reading, writing and maths – year 6 | 70% | 56% | 30% |
| Progress in reading | 0.31 | -3.50 | -6.70 |
| Progress in writing | 0.24 | -2.59 | -3.17 |
| Progress in mathematics | 0.31 | -2.35 | -2.77 |
| % achieving expected standard or above in reading, Year 2 | 75% | 67% | 40% |
| % achieving expected standard or above in writing, Year 2 | 70% | 67% | 80% |
| % achieving expected standard or above in maths, Year 2 | 76% | 75% | 80% |
| % achieving expected standard in Phonics Screening Check, Year 1 | 82% | 38% | 0% |
| % achieving Good Level of Development, Reception | 72% | 64% | 100% |

| 4. Academic priorities to be addressed | |
|---|---|
| A | Phonics |
| B | Reading – fluency and comprehension |
| C | Maths data – specifically number and basic skills. |
| Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates) | |
| D | Access for all to online remote learning, and pastoral and safeguarding support in the event of the closure of a cohort of children |
| E | Wellbeing for all specifically around returning to school and anxieties surrounding the pandemic |

| | |
|---|--------------------------------------|
| F | Support attendance across the school |
|---|--------------------------------------|

| 5. Intended outcomes (specific outcomes and how they will be measured) | | Success criteria |
|--|--|---|
| A | Improvement in the number of children reaching age related expectations in phonics (EYFS – Year 2) | At least 85% of children reach age related expectations and those children who did not meet the standard in year 1 do so in year 2. |
| B | Improved levels of attainment in reading fluency | Quality first teaching and instruction along with progression and coverage planning adaptations will ensure the curriculum is effectively delivered throughout the academic year. Increase in skills based on comparison of pre and post intervention information. |
| C | Improved levels of attainment in reading comprehension | Quality first teaching and instruction along with progression and coverage planning adaptations will ensure the curriculum is effectively delivered throughout the academic year. Increase in skills based on comparison of pre and post intervention information. |
| D | Improved levels of attainment across a range of maths basic skills | Quality first teaching and instruction along with progression and coverage planning adaptations will ensure the curriculum is effectively delivered throughout the academic year. Increase in skills based on comparison of pre and post intervention information. |
| E | Attendance levels sustained and is improved for identified individuals | Attendance to be above 90%. Children will be engaged with positive attitudes to learning and parents will feel confident that school is doing everything possible to mitigate the risk of infection. |
| F | Pupils feel supported and safe within the school environment | Pupil voice shows that the children feel safe and supported and they believe that the school is doing everything they can to mitigate the risk of infection. |

| 6. Planned expenditure | | | | | | |
|--|--|--|---|-------------------------|--------------------------------------|---|
| i. Quality of teaching for all | | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Cost |
| All staff to be secure in their understanding in planning and delivery | Teachers have a very clear understanding of what gaps in learning remain and | P10 of EEF Guide to supporting school planning states that understanding assessment can help | Pupil Progress Meetings and opportunities for effective assessment of progress. | JF MC (AET) CC/MD | Termly | £150 per member of staff release time to work |

| | | | | | | |
|--|--|--|---|------------------------|--------------------|---|
| <p>for small steps of progression in Maths.</p> | <p>use this to inform assessments of learning and subsequent teaching and intervention leading to increased numbers of children making expected or accelerated progress in maths basic skills and number.</p> | <p>teachers understand the small step components which contribute to the bigger picture of the child's learning profile.</p> <p>P8 of EEF Guide to supporting school planning states that explicit instruction is a key component of high quality teaching.</p> | <p>Monitoring of outcomes from in school and remote learning.</p> <p>Opportunities to moderate outcomes with academic peers.</p> <p>Feedback from AET support partner.</p> | | | <p>alongside trust team.</p> <p>£600</p> |
| <p>All staff to be secure in their understanding in planning and delivery for small steps of progression in reading.</p> <p>Purchase of assessment programmes to ensure all interventions and class teaching are targeted at specific needs.</p> | <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning and subsequent teaching and intervention leading to increased numbers of children making expected or accelerated progress in reading fluency and comprehension.</p> | <p>P10 of EEF Guide to supporting school planning states that understanding assessment can help teachers understand the small step components which contribute to the bigger picture of the child's learning profile.</p> <p>P8 of EEF Guide to supporting school planning states that explicit instruction is a key component of high quality teaching.</p> | <p>Pupil Progress Meetings and opportunities for effective assessment of progress.</p> <p>Monitoring of outcomes from in school and remote learning.</p> <p>Opportunities to moderate outcomes with academic peers.</p> | <p>GC/SG CC/MD</p> | <p>Termly</p> | <p>£150 per member of staff release time to work alongside trust team. £600</p> <p>Pm Benchmarking kit £100</p> |
| <p>To engage all children in reading more regularly for pleasure.</p> <p>Purchase of new literature aimed at engaging a wider range of readers.</p> | <p>For all children to demonstrate an increased level of reading frequency both in school and at home leading to improved standards in English.</p> | | <p>Monitoring of reading records.</p> <p>Pupil voice.</p> | <p>GC/SG</p> | <p>Half termly</p> | <p>Purchase of new texts £500</p> |

| | | | | | | |
|---|---|---|---|-------------------|---|---|
| All EYFS and KS1 staff to be secure in a consistent and rigorous approach to the teaching of phonics. | Teachers have a clear understanding of the phonics process and apply this to deliver a rigorous and consistent phonics programme leading increased numbers of children reaching the expected standards in EYFS and KS1. | P8 of EEF Guide to supporting school planning states that explicit instruction is a key component of high quality teaching. | Pupil Progress Meetings and opportunities for effective assessment of progress. Monitoring of outcomes from in school and remote learning. Feedback from AET support partner. | GC/SG LH (AET) | Termly | £150 per member of staff release time to work alongside trust team. £300 |
| | | | | | Total Budgeted Cost: | £2100 |
| ii. Targeted support | | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Cost |
| High quality 1:1 and small group intervention for maths basic skills. | Maths specialist TA allocated to targeted groups of learners to focus on basic skills and number intervention. | P15 of EEF Guide to supporting school planning states that the evidence suggests one to one interventions can be powerful tool to support pupils. | Pre and post intervention data. Monitoring of sessions delivered and outcomes. Pupil voice. | JF MC (AET) | At end of every block of intervention/half termly (whichever comes first) | £0 additional cost over contracted hours |
| High quality 1:1 and small group intervention for reading comprehension and fluency. | A range of support staff trained to deliver high quality reading interventions (BR@P, inference, PM Benchmarking). Regular high quality intervention taking place for targeted groups across the school. | P15 of EEF Guide to supporting school planning states that the evidence suggests one to one interventions can be powerful tool to support pupils. | Pre and post intervention data. Monitoring of sessions delivered and outcomes. Pupil voice. | SG/GC LH (AET) | At end of every block of intervention/half termly (whichever comes first) | TA overtime 3X5hours per week £110 per week for 2 terms £3750 |
| High quality 1:1 and small group intervention for | 2XTA trained to deliver wellbeing and emotional support to | Good quality counselling can have a long lasting effect on children's ability | Monitoring of sessions delivered and outcomes. | CC/MD | At end of every block of intervention/half | TA overtime 1x5 hours per week |

| emotional literacy and wellbeing. | any individuals in need. | to deal with their emotions. | Pupil voice. | | termly (whichever comes first) | £110 per week for 2 terms £1300 |
|--|--|--|--|------------------------------------|---|--|
| | | | | | Total Budgeted Cost: | £5050 |
| iii. Other approaches | | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Cost |
| To refer children who require additional support to appropriate services through services such as Emotionally Healthy Schools. | Reduction in the number of children displaying signs of worry and anxiety. | Good quality counselling can have a long lasting effect on children's ability to deal with their emotions. | Link with approved and quality assured counselling. Pupil voice | CC/MD | Termly | £0 |
| Monitor attendance and support those who are struggling to access learning either in school or remotely. | At least 90% of children are attending learning. | P20 of EEF Guide to supporting school planning | Monitoring of attendance data Pupil and parent voice. | CC/MD | Half termly | Office staff overtime £300 |
| Staff training on how to manage children's emotions | Staff to have a range of appropriate techniques to manage children with high levels of anxiety. | Staff who receive appropriate training in mental health issues can have an impact on all children's wellbeing. | Commission good quality training for staff. Talk to parents and staff | CC/MD | After training - termly | £500 |
| Remote learning and provision is in place and all children are able to access this. | All children are able to access the remote learning in the event of a school closure/bubble closure/self isolation. Staff feel confident in the use of Microsoft Teams. | Directive from DfE for remote learning to be in place from 22nd October | During lockdown children will have access to high quality teaching with a minimum of 2 live check in/lessons a day. KS1 will have access to 3 hours of learning KS2 will have access to 4 hours of learning. Children have access to appropriate stationery and | SR (Digital strategy) CC/MD | Half termly | £500 |

| | | | | | | |
|--|--|--|---|--|-----------------------------|--|
| | | | <p>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>Paper learning packs and stationary will be delivered on the first day of home learning.</p> <p>Teachers, TA's and the admin team will be available to support parents/families should they require help and support.</p> <p>Additional ICT sourced to support staff and families.</p> | | | |
| | | | | | Total Budgeted Cost: | £1300 |
| | | | | | | Total for all expenditure is: £8450 |

| |
|--|
| Spring Term Review of Progress Against Strategy |
| |

| |
|--|
| Summer Term Review of Progress Against Strategy |
| |