



Abington Vale Primary: Summary of Catch-up Strategy

This **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 should 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 | Abington Vale Primary School | | |
| Academic Year | 2020/2021 | Catch-Up Funding Received 2020-21 | £33,600 |
| Total number of pupils | 420 (+ preschool) | % Disadvantaged Pupils | 10.6% |

| Contextual Information (if any) |
|--|
| <p>Abington Vale Primary School is a large primary school with 450 children across three sites. Park Campus is the original site and Stirling Campus (a converted 3 storey office block) opened in September 2013. Abington Vale Primary School has a very culturally diverse community. The school has seen an increased three-year trend in the numbers of children from minority ethnic groups and is above national average. The largest ethnic groups are: White - British (47.5%), White - any other White background (12.4%), Asian or Asian British - Indian (8.8%), Asian or Asian British - any other Asian background (5.9%), Black or Black British - African (6.5%).</p> <p>The school has 14 out of 17 possible ethnic groups. The school was in the top 20% of all schools for the number of pupils (447). The school was in the top 20% of all schools for the proportion of EAL (33.9%)</p> <p>When the children returned in September they were keen to learn but struggled with stamina and concentration. During lockdown some EAL children were in a home where no English was spoken so struggled on return in September particularly in phonics and reading.</p> <p>Our survey of children who had appropriate devices showed that 10% of children had no device and a large majority of others had to share devices with parents /siblings or had to use devices such as phones. Due to potential 'bubble' lock down we have also taken this into account in our strategy.</p> |

| Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i> | |
|--|--|
| A. | To ensure high quality teaching for all children across the core subjects. |
| B. | Identify and support children to close the gap due to lost learning, to ensure they achieve ARE in Reading, Writing and Maths. |
| C. | To provide high quality home learning by ensuring there is a clear strategy and that all children have devices to access the learning. |

| Summary of Expected Outcomes | |
|-------------------------------------|---|
| A. | Gaps in children's knowledge have been identified and narrowed due to high level teaching. Identified CPD undertaken and disseminated to all staff to improve quality of teaching even further. Resources brought to support quality teaching |
| B. | Children identified and targeted. Data shows improvements due to clear intervention. |
| C. | Children have devices/data to access home learning to ensure they can access high quality learning at home. |

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? | | Staff lead | Monitoring: When and how will you evaluate impact? | Cost (School Budget) | Cost (National Funding) |
| Support great teaching | To provide effective CPD to ensure that our teaching is of high quality and impacts upon pupil attainment across school | All children across school will benefit from high quality teaching | | NPAT central team/ LC | Central team | | £6720 |
| | To access high quality phonics and reading CPD to ensure all staff are highly trained. | All reception and year 1 children to have high quality phonics and selected year 2 to 6 children have phonics and reading interventions where gaps have been identified. (A large numbers of books were not returned from lockdown) | | JL/EW/SB | Initial phonics and YARC assessments . 8 week block specific teaching. Assessed again to look at progress made. Data to be inputted into provision tracker. | YARC CPD/assessment tool £363.26 Cost H for Learning £75.99 HfL training Cost £960 | Phonics CPD £1875 Phonics/YARC intervention cost See below |
| | To purchase phonics books and quality reading books to ensure all children have access to high level resources. | All children have sufficient number of reading books to take home of quality text and appropriate to phonic levels. (A large number of books were not returned after lock down) | | JL/EW/SB | Audit of phonics books and wider reading books. Books purchasrd. Children phonic results in line with or above Children talk about reading and love of reading. | Reading Journey Books £3050 | Books £100 Phonics Books £6500 |
| Pupil assessment and feedback | Bells assessment Framework used to assess gaps so clear interventions can be put in place. This will be part of QFT and planning process. | EAL children | | SR/JMS | Entry/exit data | CPD training time £700 | |
| Intended impact: Most children on track for ARE in Reading, Writing and Maths. Those that aren't to show progress made | | | | | | | |

| | | |
|---|----------|---------|
| Cost - Sub-totals | £5149.25 | £15,095 |
| 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? | | Staff lead | Monitoring: When and how will you evaluate impact? | Cost (School Budget) | Cost (National Funding) | |
| One to one small group | NTP tutor appointed | Work with identified disadvantaged children in Years 2 3, 4, 5 and 6. Those children who are working well below their end of year target. | | LC | Baseline mock SATs/NTS tests assessment undertaken in September or November. Baseline reading test | | £3756 | |
| Interventions | Hearts for Learning | Year 3 – 6 (c 6 children for 8 weeks – run 3 x per year) Children identified through YARC assessment – difficulty with fluency and comprehension. | | JT/SR | YARC entry/ exit data | | £3750 | |
| | Phonics | F to year 2 children identified by phonic assessments as needing additional support. | | SB/ | Phonic assessments- Entry and exit data | | £2250 | |
| | Power Maths | All year groups. Teachers to complete gap analysis | | TM/LC | Use NPAT baseline for GAP analysis. Teacher daily QFT. Children identified and | QFT | | |
| Intended impact: For the vast majority of children from across school to be on track to achieve their end of year target | | | | | | | | |
| Cost - Sub-totals | | | | | | | £9756 | |

Total budgeted cost for Strand 2

| 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? | | Staff lead | Monitoring: When and how will you evaluate impact? | Cost (School Budget) | Cost (National Funding) |
| Access to Technology | <p>Purchase of additional devices for use in school and in the case of a whole school lockdown which will be loaned to pupils who need to share devices. In particular pupils in receipt of PP will receive additional IT support and use.</p> <p>To continue to train staff on the use of Office 365, Class OneNote and support staff during any remote or home learning.</p> | <p>All pupils across school will benefit from the ongoing development of skills to ensure they are able to access any remote or blended learning.</p> <p>Pupils in receipt of PP or with lower incomes who are unable to purchase devices will benefit from the device being loaned to them.</p> | | JT/DJ/LC | <p>Termly monitoring of uptake and access of weekly key skills via Office 365.</p> <p>Termly monitoring of completion of work during blended learning.</p> <p>Immediate evaluation of completion of work after any bubble isolation periods.</p> | £4,000- (capital budget 2020-21) £200 PP | £5,000 |
| Supporting Parents and Carers | <p>Development of a Home Learning tab on the school website.</p> <p>Documentation produced to support parental understanding of how to use the learning platform.</p> <p>All Blended Learning leads trained on how to sign post parents to various elements of home learning, including how to open documents and communicate with class teachers.</p> <p>Admin staff and family workers to provide additional support and resourcing for families in need of free school dinners or additional food packages.</p> <p>Family support team develop remote methods of supporting families</p> | <p>All pupils, including those with additional needs and English as an additional language.</p> <p>Pupils requiring additional IT support in order to access learning</p> <p>Pupils and families who are disadvantaged or in need of additional pastoral support</p> <p>PP pupils and families who require additional support with accessing FSM packages</p> | | | <p>-Feedback from parents</p> <p>-Daily feedback from admin staff / Learning leads related to phone calls from parents.</p> <p>Feedback will immediately be shared with remote learning lead who will ensure that adaptations to learning provision are made where necessary.</p> <p>-Weekly safeguarding meetings with family support workers</p> | £3250 | |
| Supporting pupil well-being | <p>To offer additional well-being catch up sessions to identified pupils during or after any blended or remote learning.</p> | <p>Identified pupils receiving SEMH support in school will automatically receive this support. Other pupils who require more than 5 days of Home learning will receive this support. Pupils and families who are not accessing remote or blended learning will receive this support.</p> | | DJ/RW | <p>Impact will be monitored during pastoral fortnightly meetings and within SST meetings.</p> <p>FSW and class teacher will offer this support.</p> | 35,000 | £2541.50 £207.50 CPD |

| | | |
|--|--------|-------|
| <p>Intended impact: For pupils across school to become proficient with the use of Office 365 Class OneNote. For all pupils across school to remain on track academically and for outcomes to be achieved. To support the well-being of pupils taking part in blended or remote learning to remain positive.</p> <p>For the well-being of pupils, within or as a result of remote or blended learning to remain positive, resulting in pupils accessing learning and progress continuing.</p> | | |
| Cost - Sub-totals | £10450 | £7749 |
| Total budgeted cost for Strand 3 | | |

Financial Summary

| | | |
|---|-----------|-------|
| Cumulative Sub-total for all strands | 15599.25 | 32600 |
| Total budgeted cost for all strands | £48199.25 | |