

Catch-up plan

School name:	Miers Court Primary School						
Academic year:	2020/21						
Total number of pupils on roll:	391						
Total catch-up budget:	£31 200	First installment:	£7 770	Second installment:	£10 430	Third installment:	£13 000
Date of review:	July 2021 then September 2021						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Release time for Phonics lead and intervention teacher to collaborate, review and plan next steps.</p> <p>½ day every other week</p>	<p>Adjustments and impact are up-to-date, and changes are made quickly to support accelerated progress</p> <p>Support and/ or training is quickly delivered and identified</p> <p>Timely assessment data is used to inform changes, target support and identify next steps</p>	<p>Staff skills are improved, thus improving QFT and the progress that pupils make</p>	<p>£5 360.58</p>		<p>The time was used effectively to monitor the quality of phonics teaching, analyse assessment data and identify next steps including reviewing groups for interventions and class teaching.</p>

Additional ELSA support time and training – pupil wellbeing.	Factors affecting wellbeing and accessing learning are addressed. Pupils are supported. Staff develop a range of strategies to support pupils.	Barriers to learning are addressed due to improved wellbeing and lower levels of anxiety.	£2 620.00		There was an increased demand for support for pupils both in class and during lunchtimes. This included supporting pupils back into school so that they could access learning. This demand is ongoing and an additional member of staff has been enrolled for ELSA training for 2021/22
Additional SENCo support hours	Additional support available to pupils. Additional support available to pupils. Needs are quickly identified and support deployed.	Barriers to learning are addressed. Pupils with SEND are effectively supported. Interventions provide good quality targeted support for learning.	£1 145.82		The additional time enabled us to quickly respond to concerns from teachers and parents, to provide extra support and resources, as well as training as needed.
Total spend:			£9 126.40		

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Contract an experienced UKS2 teacher to work with small groups and 1:1	Gaps will be quickly identified Identified pupils will make accelerated	80% of pupils within the identified group will make at least 6 months of accelerated progress	£3 027.89	S Chapman, L Kavanagh (Y6) and L Mead (Y5)	Targeted pupils in Y6 made progress and were Y7 ready or had a good base of key knowledge and skills.

<p>sessions with pupils in Years 5 and 6 ½ day per week for each year group</p>	<p>progress and close the gap to their peers</p>				<p>There was clear information available for Y5 pupils on transition to Y6. Y6 teachers had a velar understanding of ongoing gaps and areas that needed to be addressed according to the DfE guidance of focusing on the reduced curriculum content and core learning.</p>
<p>Contracted an experienced KS1/ LKS2 teacher to work with pupils (1:1 and small group) in Y3 with a particular focus on phonics and reading.</p>	<p>Gaps will be quickly identified Identified pupils will make accelerated progress and close the gap to their peers</p>	<p>85% of pupils within the identified group will make at least 6 months of accelerated progress</p>	<p>£3 566.47</p>	<p>S Chapman, L Collings (A.HoS and Y3 teacher) and A Strouts(phonics lead)</p>	<p>Pupils who had not met the phonics screening threshold had made progress in their phonics knowledge. All had improved on their reading level. Detailed information and next steps were shared with Y4 teachers. Pupils in Y4 were able to improve their fluency of key facts e.g. number bonds and multiplication facts and use these in their work. Some had improved in their spelling skills. This will continue to be an area of focus for identified pupils.</p>
<p>Contract an experienced KS1 teacher to work with pupils in Years 1 and 2 to provide small group and 1:1 support for phonics for</p>	<p>Gaps will be quickly identified Identified pupils will make accelerated progress and close the gap to their peers</p>	<p>85% of pupils within the identified group will make at least 6 months of accelerated progress</p>	<p>£8 049.43</p>	<p>S Chapman, S Doherty, A Strout, J Collins</p>	<p>There was a focus on acquiring and embedding early phonics and reading skills across pupils in YR and Y1. There was a key focus on embedding fluency in reading and writing in Y2, particularly for those pupils who were not yet at the level of achieving the phonics screening threshold in the Autumn term. There was a detailed handover of data and next steps as part of</p>

each year group ½ day per week across the phase					transition and the phonics and early reading support will continue into 2021/22
Total spend:			£14 643.79		

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, e.g. to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Purchased 16 tablets to support access to website such as phonics, reading and maths sites to support catch up in LKS2	Gaps for those pupils who have not met the Phonics Screening benchmark are closed All pupils improve their recall of key facts for spelling and multiplication facts	85% of pupils who did not meet the Y2 phonics screening benchmark pass All pupils improve their recall speed of key facts for Reading, Maths and Spelling	£ 5694.93	M Munns and L Collings	The purchase of this equipment reduced the demand for IT equipment and meant that catch up and support sessions could be scheduled without concerns about the necessary equipment not being available. Pupils had ready access to the devices and were able to optimise practice time.
Total spend:			£5694.93		

Summary report

What is the overall impact of spending?

Pupils in YR and KS1 have closed gaps in phonics learning.

Pupils have returned to school and learning in a calm and settled way due to the support that was in place and the focus on closing gaps and developing key skills.

The additional support and training linked to mental health and wellbeing, means that staff were better equipped to support pupils and families.

The additional SENCo time reduced the time needed to identify needs, make referrals or involve support from outside professionals.

How will changes be communicated to parents and stakeholders?

Parents, staff and governors were notified of additional support for pupils, where it would be targeted, the focus and the intended impact.

Parents were notified of additional wellbeing support and this was disseminated via the website as well.

Additional resources and links to do with wellbeing and mental health were shared with parents and staff.

Final comments

The focus on cores skills and knowledge as well as improving both support for mental health and wellbeing, as well as staff understanding of how to support with this, has meant a smoother transition to school based learning from remote learning than had been envisaged. Whilst there are still issues and concerns, we have a reasonably stable platform to work from and some well-established practices and procedures to draw on.

There is a carried forward amount of £1 734.88 which will be used in the academic year 2021/22 to continue with sourcing an additional teacher to support with phonics and early reading, and with catch up in years 5 and 6 as these are the aspects have improved progress and attainment.

Final spend: £29 465.12