

PAKEMAN PRIMARY SCHOOL: Summary of Catch-Up Strategy 2020-21

SCHOOL INFORMATION			
School	Pakeman Primary School		
Academic Year	2020/21	Catch-Up Funding Received 2020-21	£22,880
Total number of pupils	316	% Disadvantaged Pupils	53%

RATIONALE

STRATEGIES FOR CLOSING THE ACHIEVEMENT GAP

We will use 3 distinct tiers of support:

- Tier 1: Supporting Great Teaching
- Tier 2: Providing Targeted Academic Support
- Tier 3: Wider Strategies

Tier 1: Supporting Great Teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

Our tier 1 “catch up” support will include: extensive gap analysis used to further inform teaching, small group work within the class, working with peers of a similar/higher ability, TA support in class, further training for staff, including team teaching and modelled lessons and more frequent data points to support the tracking of progress and timely intervention.

Tier 2: Targeted Academic Support

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective intervention follows assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

Our tier 2 “catch up” support will include: weekly online tutoring sessions in maths and daily supported reading groups and phonics groups

Tier 3: Wider Strategies

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents play a key role in supporting children to learn at home and it is important for us to work together to support this.

Our tier 3 "catch up" support will include the purchase of home learning materials to encourage good home learning routines and provide guidance for parents when helping children at home and also the provision of training sessions in maths and early reading / phonics.

TARGETING CHILDREN

Interventions will be targeted to support those pupils who are likely to have the biggest gaps. This will include those children who:

- Missed a lot of work, or did not engage with remote learning
- Didn't have access to the technology needed, had limited access and / or whose home lives make home learning difficult
- Are vulnerable, disadvantaged or have EHC plans, so learning at home may have been more challenging
- Have experienced difficult family circumstances, such as a bereavement, that may have got in the way of their learning

MATHS

Maths is a key area of our school improvement plan. Historically, progress in maths has been slower than in reading and writing and KS2 attainment has been below national. In the last 2 years, much investment has been made in supporting great teaching through investment in a comprehensive training package and in a broad range of practical maths resources to support maths teaching. Monitoring and external validation, prior to lockdown, highlighted the positive impact of spending in:

- Ensuring greater consistency in language and strategies used across the school
- Making effective use of manipulatives to support understanding
- Ensuring strong subject knowledge
- Developing effective questioning
- Increasing coverage of problem solving and reasoning

However, it is clear that the lockdown has had an impact, particularly in KS2. Attainment has fallen from our February 2020 data point and we are seeing some significant gaps in children's knowledge. Some parents struggled to support maths learning at home and did not have practical resources at hand to support children effectively. Digital poverty prevented some children from fully accessing the learning. Providing effective online differentiation in maths was also a challenge. We have noted that on returning to school, many children found it difficult to listen with sustained concentration in group settings and /or lacked the stamina/resilience to work for longer periods of time. Some units of work that would have been covered in the academic year were missed.

Therefore, part of our Catch-Up Spending will be used to:

1. Ensure children make rapid progress in maths

Our strategy for maths will include:

- Robust gap analysis of papers to identify gaps in mathematical knowledge
- Introduction of more frequent data points to track maths progress and target children for interventions (groups will be fluid)
- Provision of 1:1 tuition for targeted children in years 4,5 and 6
- Purchase of White Rose Maths books for pupils and for parents
- Access to online maths materials linked to White Rose for staff
- Introduction of maths consolidation sessions – providing additional time for children to practise and build on their maths skills.
- Delivery of maths sessions for parents – virtually or face to face

EARLY READING / PHONICS

The teaching of reading in the school is strong. The teaching of phonics is systematic and effective and staff delivering phonics are knowledgeable and confident. A recent external review of early reading / phonics in the school states:

“The curriculum for early reading is strong and is prioritised to allow pupils to access the full curriculum offer. The schools’ strategic document, “Building Excellence in Reading” outlines very clearly the strategy to ensure all pupils learn to read with confidence and skill.....Early reading is given a high priority in the school and there is a focus on ensuring that pupils develop a love of books and stories from the start of their time at school.”

We have spent a considerable amount of time developing our early reading / phonics strategy and it has been very effective. This has included our successful introduction of Daily Supported Reading. As a result, children make very good progress in phonics and the % of children who meet expectations in year 1 and year 2 is in line with national, despite low attainment on entry.

However, children’s progress in phonics has been set back by the lockdown. Many children are working at levels that are significantly lower than we would expect when they start in the EYFS and in Years 1 and 2. Many parents found that it was a struggle to support children with their phonics at home.

The lockdown has resulted in children missing their introduction to new phonemes and digraphs. This means that there are gaps in their knowledge that need to be addressed. For example, there are children in year 1 that are working at an EYFS level. As we know, phonics is an important aspect of early reading and writing and without this knowledge they will be unable to fully access the other areas of the curriculum.

There are also children in year 3, who, due to lockdown, lack the phonics / reading skills they need to fully access the curriculum.

Therefore, part of our Catch-Up Spending will be used to:

- 1. Ensure children meet national expectations in phonics**

Our strategy for early reading / phonics will include:

- Delivery of further training for staff in year 3
- Provision of training in phonics for NQTs to include – observations and modelled lessons
- Further development of resourcing to ensure greater consistency
- Development of home phonics packs for KS1 and EYFS pupils
- Access to online phonics materials for staff
- Delivery of phonics sessions for parents – virtually or face to face

SUMMARY OF KEY PRIORITIES *(related to overcoming challenges for pupils catching up on lost learning)*

A.	To ensure children make rapid progress in maths
B.	To ensure children meet national expectations in early reading / phonics

SUMMARY OF EXPECTED OUTCOMES

A.	<ul style="list-style-type: none">• EOY Targets for maths - see appendix A• Achieve national average progress scores in KS2 (0+)• Tracking shows children in interventions are making rapid progress from baseline assessments.
B.	<ul style="list-style-type: none">• 85% of year 2 children pass phonics screening checks by end of year 2021• 95% of year 2 children pass phonics screening checks by end of year 2022• 100% of children in year 3 pass the phonics by end of year 2021/2022.• Tracking shows children in interventions are making rapid progress from baseline assessments.

Summary of Catch-up Strategy

OBJECTIVE 1: TO ENSURE RAPID PROGRESS IN MATHS							
Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting Great Teaching	Undertake Robust Gap Analysis to identify gaps in pupils' knowledge	All children	<p>Teachers use the gap analysis to identify elements of the curriculum that have been affected by lockdown or that require revisiting.</p> <p>Tracking checklist is used to identify and track gaps in knowledge.</p> <p>Pupils access a more bespoke curriculum based on their needs and then therefore children will make progress each term against their baseline.</p> <p>By summer term the National Curriculum will return to usual as a result of effective adaptation of a bespoke curriculum that identified and filled gaps in learning.</p>	BS Team leaders	<p>Gap analysis of term 1 assessment shared with teachers.</p> <p>Maths lead to monitor tracking checklists and to monitor work in maths books – ½ termly.</p> <p>Pupil progress meetings to discuss how adapted curriculum is being implemented.</p> <p>Interventions with fluid grouping put in place to address gaps – see below.</p>	0	0
Supporting Great Teaching	Introduce More Frequent Data Points for maths	All children	<p>Assessments take place every 6 to 8 weeks to enable tracking of progress and timely intervention where appropriate.</p> <p>Gap analysis of each test is conducted to identify progress towards gaps and to identify any additional gaps in knowledge.</p> <p>Gap analysis is used to identify children for interventions.</p>	BS Team leaders	<p>Gap analysis sheets to be analysed by maths lead and team leaders to inform future teaching and to identify children for interventions.</p> <p>Fluid groupings in interventions allow for groups to be changed regularly.</p>	0	0
Targeted Academic Support	Weekly online tutoring sessions are delivered in maths	Year 6 20 children Year 5 10 children Year 4 10 children	<p>1:1 targeted tutorials in maths are provided to address gaps in knowledge (Linked to individual gap analysis.)</p> <p>Targeted children in years 5 and 4 to receive tutoring session each week for 12-week blocks.</p> <p>Targeted children in year 6 to receive tutoring session each week for 16 weeks.</p>	BS Team leaders	Progress is closely tracked from baseline through tracking checklist and ½ termly assessments.	0	£10,226.50

Targeted Academic Support	Introduce Daily Practice and Consolidation Sessions (Online learning platforms)	Year 6 20 children Year 5 10 children Year 4 10 children	Daily consolidation sessions are introduced for targeted children. More frequent practice in 4 operations, times tables, fractions, decimals and percentages support children making more rapid progress.	BS Team leaders	Progress is closely tracked from baseline through tracking checklist and ½ termly assessments.	0	0
Supporting Great Teaching	Introduce Daily Use of Pupil Workbooks (White Rose) for practice and consolidation	KS1 and KS2 children	Children spend additional time practising and consolidating key skills in maths.	BS Team leaders	Pupil progress meetings are used to discuss impact of resources and to track progress	0	£2,700
Wider Strategies: Supporting parents and carers	Introduce Use of Parent Booklets to support home learning	KS1 and KS2 children	Children spend additional time practising and consolidating key skills in maths at home and parents are more confident in supporting their children. There is a greater consistency in the approaches used between home and school	BS Team leaders	Pupil progress meetings are used to discuss impact of resources and to track progress	0	£1,890
Wider Strategies: Supporting parents and carers	Parent maths workshop are delivered by teachers once a term. They focus on gaps from the baseline assessment. <i>Mixture of virtual and physical meetings.</i>	All year groups	Parents are more confident and invested in their child's education. Parents understand what children need to know and how to support them at home.	BS Team leaders	Teachers to track which parents are attending each workshop – so to encourage targeted parents to take part. Termly parent voice will identify growth in parents' confidence in home learning, increase in home learning uptake and what additional support is required	0	0
Cost - Sub-totals						£0	£14,856.50
Total budgeted cost for Strand 1						£14,856.50	

OBJECTIVE 2: TO ENSURE RAPID PROGRESS IN EARLY READING / PHONICS							
Element of Strand <i>(eg, Interventions)</i>	Action/Strategy	Which pupils? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting Great Teaching	Screen each child in phonics to assess knowledge	Years 1 -3	Teachers use the phonics screening to identify elements of phonics that have been affected by lockdown or that require revisiting. Pupils access more bespoke phonics teaching based on their needs and then therefore children will make progress each term against their baseline.	HL	Phonics screening results in term 1 shared with teachers. Pupil progress meetings to discuss how phonics is being implemented and to track progress. Interventions with fluid grouping put in place to	0	0
Supporting Great Teaching	Benchmark each child to identify reading level and gaps in knowledge	Years 1 -3	Teachers use the benchmark to identify elements of reading that have been affected by lockdown or that require revisiting. Pupils access a more bespoke reading curriculum based on their needs and then therefore children will make progress each term against their baseline. By summer term the National Curriculum will return to usual as a result of effective adaptation of a bespoke curriculum that identified and filled gaps in learning.	RP / HL / AR	Gap analysis of term 1 assessment shared with teachers. Pupil progress meetings to discuss how adapted reading curriculum is being implemented. Interventions with fluid grouping put in place to address gaps	0	0
Supporting Great Teaching	Create set presentation format for the delivery of phonics teaching	KS1	Consistency in planning ensures that children make rapid progress	HL	Pupil progress meetings to track phonics progress and to implement interventions where needed.	0	£4,400 <i>(Additional teaching hours / Purchase of resource Packs / Training)</i>

Targeted Academic Support	Screen children's knowledge in phonics in July in preparation for year 1	Reception	Children are allocated to phonics groups on entry to year 1 and bespoke interventions are put in place to support learning.	HL	Pupil progress meetings to discuss how phonics groups are working. Interventions put in place to address gaps with fluid grouping		
Supporting Great Teaching	Delivery of Phonics Training for staff	EYFS/ KS1 and Year 3	Outstanding phonics teaching and learning after delivery of phonics training for NQTs and for staff in year 3. All children make improvements in the phonics half termly screening. 85% of year 2 children pass phonics screening by December 2020 95% of year 2 children pass phonics screening by end of year 2022. 100% of year 3 children pass phonics screening by end of year 2021.	HL / AR	Training to be carried out in autumn term and to be continued in spring term. Observations of good and outstanding phonics lessons Half termly analysis of phonics data.		
Targeted Academic Support	Re-establish Daily Supported Reading	Years 1 and 2	Children are allocated to DSR groups within assessment ranges. Children receive small group additional reading support on a daily basis and make rapid progress	AR	Pupil progress meetings to discuss how DSR groups are working. DSR put in place with fluid grouping to provide additional reading opportunities Weekly review of reading progress with KS1 Team Leader	0	

Targeted Academic Support	Effective phonics interventions are delivered Phonics revision resource packs are created to support effective interventions.	Year 2 children that are in a range of 10- 20 points below the pass mark Year 3 children that have yet to pass the screening test	85% of year 2 children pass phonics screening by December 2020 95% of year 2 children pass phonics screening by end of year 2022. 100% of year 3 children pass phonics screening by end of year 2021. All children make improvements in the phonics half termly screening.	AR	Observations of Good or Outstanding intervention. Weekly review of phonics progress with KS1 Team Leader Interventions put in place with fluid grouping	0	
Wider Strategies: Supporting parents and carers	Parent phonics workshops to be delivered by teachers. <i>Mixture of virtual and physical meetings.</i>	EYFS, KS1 and Year 3	Parents are more confident and invested in their child's education. Parents understand what children need to know and how to support them at home.	HL / AR	Teachers to track which parents are attending each workshop – so to encourage targeted parents to take part.	0	0
Supporting Great Teaching	Purchase of Whole school access to phonics resources	EYFS, KS1 and Year 3	Teachers have consistent resources to hand to support great phonics teaching	EB	Observations of lessons	0	£1,898
Supporting Great Teaching	Purchase of decodable books to support phonics and reading	EYFS, KS1 and Year 3	Children are able to apply phonics knowledge to their reading and this supports them making good progress	HL / RP / AR	Pupil progress meetings to track reading progress and to implement interventions where needed.	£2,000	0
Wider Strategies: Supporting parents and carers	Introduce Use of Parent Booklets to support home learning	KS1 and KS2 children	Children spend additional time practising and consolidating key skills in phonics and reading at home and parents are more confident in supporting their children.	BS Team leaders	Pupil progress meetings are used to discuss impact of resources and to track progress	0	£1,741.50
Cost - Sub-totals						£2,000	£8039.50
Total budgeted cost for Strand 2						£10,039.50	

Financial Summary

Cost of Objective 1: Maths	£0	£14,856.50
Cost of Objective 2: Early Reading / Phonics	£2,000	£8,039.50
Total for all objectives:	£24,896	

CATCH UP NATIONAL TUTORING PARTNER

Evidence from the Education Endowment Foundation Teaching and Learning Toolkit highlights that 1:1 and small group tuition is an effective way of improving attainment. Small-group tuition provides a safe space for pupils with low confidence to speak up and learn from their mistakes. Small-group tuition works because it is tailored to individual needs and can address misconceptions at the source.

We have chosen Action Tutoring to be our National Tutoring Partner. We have a history of successful partnership working with them. They have strong systems in place to evaluate the impact of their interventions. In 2018–19, 74% of the primary school disadvantaged pupils they worked with achieved the expected standard in reading and 81% in maths. This was 12% and 14% higher respectively than the national average for disadvantaged pupils.

- Tutoring sessions will be delivered for 20 pupils in year 5 and 20 pupils in year 6.
- Tutoring sessions take place as a group once a week before school hours and last for 1-1.5 hours.
- Sessions will be in 1:2 online sessions at the start of the year and will move to 1:3 face to face sessions once COVID restrictions allow.

At the beginning of the year, pupils will sit a baseline assessment before they begin tutoring, then a 'progress check' halfway through. Tutors will use the results of these assessments to develop a personalised learning plan to ensure that tutoring focuses on the areas that they are struggling with.

An Action Tutoring Programme Coordinator will attend every session to monitor progress and to quality assure sessions. The school will be provided with termly progress analysis and reporting.

Appendix A Targets for year end – 2021

(National Maths 2019 - KS2 78.6% @ and 27% above)

MATHS	KS1 Attainment @	KS1 Attainment Above	Targeted 2021 @	Targeted 2021 Above
Year 6	64%	14%	70%	25%
Year 5	68%	24%	76%	30%
Year 4	71%	31%	76%	24%
Year 3 (Different data point – Feb year 2)	65%	23%	77%	27%