

Yerbury Primary School: Summary of Catch-Up Strategy



School information			
School	Yerbury Primary School		
Academic Year	2020 - 21	Catch-Up Funding Received 2020-21	Tbc (~ £32,000 expected)
Contextual Information (if any)			
Uptake of home learning was high over lockdown and 52% of children returned to school in June. However, our baseline assessments on return indicate that Reading has not been hugely impacted, some aspects of writing have become rusty, but there has been a larger impact on Maths.			
Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)			
A.	Providing targeted support to disadvantaged pupils who have fallen behind in the form of small group or one-to-one tutoring sessions		
B.	Providing targeted support to non-disadvantaged pupils who have fallen behind through small group or one-to-one interventions		
C.	Training support staff so that support for pupils can extend beyond this academic year.		
Summary of Expected Outcomes			
A.	Disadvantaged pupils who have fallen behind catch up to where they may have been, or exceed this position.		
B.	Non-disadvantaged pupils who have fallen behind catch up to where they may have been, or exceed this position.		
C.	Support staff provide targeted evidence-based interventions that help children to make accelerated progress in order to catch up.		

Yerbury Primary School: Summary of Catch-Up Strategy



Supporting Great Teaching	SDP focus: Maths Leader to support class teachers with maths mastery teaching. Providing resources and developing pedagogy to ensure that teaching is responsive and moving children on with their learning.	All Pupils	Maths attainment (and quality of teaching) increases and gaps in knowledge are filled.	Maths Lead, DHT	Termly – This is also and SDP focus for the school		
	SDP focus: SEN – Additional member of staff to increase capacity for individualised learning for every child with an EHCP and identifying gaps for children with high needs SEN but no EHCP.	SEN	Children have individualised support and make better progress	SENCO	Half-termly	Tbc (£5k?)	Tbc (£10k?)
Cost - Sub-totals						£400	£1500
Total budgeted cost for Strand 1						£1900 TBC	



Yerbury Primary School: Summary of Catch-Up Strategy

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)
1:1 and small group tuition	To make use of the National Tutoring Programme in order to provide small group or one-to-one tuition for our disadvantaged children who have fallen behind. Action Tutoring will be working with Year 6 disadvantaged pupils from the beginning of November. Beanstalk (~£2k) TalentEd (~£2k) ActionTutoring (£2647.50) FFT Lightning Squad (£2200)	Years 2 to 6	Disadvantaged children make accelerated progress	DHT	Termly and at the end of each round of tutoring		£9000
Intervention Programmes	Identify and train staff in a range of effective intervention programmes. Eg. Nuffield Early Language Intervention Programme	All children who have fallen behind.	Children make accelerate progress to catch-up		Catch-Up Lead & SENCO		£8000

Yerbury Primary School: Summary of Catch-Up Strategy

Academic Mentor	Use a Headteacher-Nominated Academic Mentor (from Teach First) to deliver targeted interventions to disadvantaged pupils who have fallen behind.	KS1 and KS2 disadvantaged children	Disadvantaged children make accelerated progress				£10,000 (two mentors)
Cost - Sub-totals							Min £27,000
Total budgeted cost for Strand 2						Min £22,000	

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)
Supporting Parents and Carers	Class teachers to deliver sessions to parents remotely that explains our approach to learning and how they can help their children at home. External trainers delivering talks on e.g. internet safety	All	Higher parental engagement & better outcomes for children	DHT	We will record participation and reach out to non-participants with support.		£1000 (courses)
<i>Access to technology</i>	<i>Staff Survey completed to identify teachers without sufficient technology at home to provide remote learning.</i>	<i>All</i>	<i>Laptops & peripheral equipment provided during any isolation of bubbles or future school closure so staff</i>	<i>DHT</i>	<i>N/a</i>		<i>£3500</i>

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			<i>can deliver high quality remote education</i>				
Pupils' access to technology	A successful application by Anthony Doudle at LBI to the Richard Reeves Foundation has procured a chromebook for disadvantaged Black Caribbean and disadvantaged White British pupils in Year 6 who do not have devices. These groups have been identified as historically under-achieving across the borough. Each child will be required to do 3 hours extra online study a week.	Y6 disadvantaged Black Caribbean and White British children	Accelerated progress	DHT	Baseline data will be provided and end of year assessments will be used to measure progress.		
Broad and Balanced Curriculum	Class teachers to maintain a broad and balanced curriculum – whilst having the option of being able to block out certain foundation subjects if required. Gained time from the temporary suspension of assemblies to be spent focussing on maths fluency and spelling.		Children to be immersed in cross-curricular learning and acquire a deep level of knowledge.	SLT	Regular monitoring cycle.		
Cost - Sub-totals							£4500
Total budgeted cost for Strand 3						£4500	

Financial Summary

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	Cumulative Sub-total for all strands	
	Total budgeted cost for all strands	Currently £33,400

