

# Aldryngton Primary School: Summary of Catch Up Strategy

School information			
School	Aldryngton Primary School		
Academic Year	2020-22	Catch-Up Funding Received 2020-21	£25,280
Total number of pupils	315	% Disadvantaged Pupils	5%

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Targeted support (including small group and 1:1 tuition) for disadvantaged pupils and pupils that have fallen behind.
B.	Investment in IT solutions to support pupils both in and outside school.
C.	Investment in additional resources that support great teaching both at home and in school.

Summary of Expected Outcomes	
A.	Disadvantaged pupils and pupils that have fallen behind make accelerated rates of progress.
B.	Children use and have access to IT solutions that enable pupils to make good rates of progress both at home and in school.
C.	Children use additional resources at both home and school leading to increased gains in learning.

## 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?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact? <b>2020-2021 review</b>	Cost (School Budget)	Cost (National Funding)
Supporting great teaching	<p>Additional training to all staff and follow-up support by both the English Leads, which will include:</p> <ul style="list-style-type: none"> <li>• Read, Write, Inc</li> <li>• Oxford Owl</li> <li>• Accelerated Reading Scheme and training</li> <li>• My On and training</li> </ul> <p>Purchase of additional home reading books across the school.</p>	All pupils	Increased proportion of outstanding phonics and reading teaching through structured programmes. This leads to increased rates of progress for all pupils	VN and ED	<p>Observations of lessons</p> <p>Data analysis</p> <p><b>Analysis of data shows a large proportion of children working at age related expectations or above.</b></p>	Release time for leads covered within existing budget.	<p>£4,500</p> <p>Accelerated Reader and My On set up cost</p>
Pupil assessment and feedback	<p>Completion of baseline assessment for all children.</p> <p>PIRA/ PUMA gap analysis to identify gaps from previous academic year and high-quality teaching/ interventions planned to fill gaps</p>	All pupils	Proportion of children working at least the expected level in all year groups increases.	VN, JC and ED	<p>Analysis of initial data on Target Tracker to plan and target interventions.</p> <p>Analysis of gaps and comparison of PIRA/ PUMA scaled scores.</p> <p><b>Analysis of data shows a large proportion of children working at age related expectations or above.</b></p>	Release time for leads covered within existing budget.	0
Transition support & Well-being	ELSA support targeted for pupils to improve emotional wellbeing.	Disadvantaged pupils/ Children that require additional support with managing emotions.	Improvement in wellbeing and levels of self-esteem for targeted pupils.	AT & LB	<p>Use of Boxall Profiles (pre and post intervention).</p> <p><b>Decrease in behaviour incidents.</b></p> <p><b>Increased rates of learning</b></p>	Covered within Pupil Premium allocation	<p><b>£5223.00</b></p> <p><b>6 mths (Mar-Aug) for 3 days for 5.30hrs per day – including oncosts</b></p> <p>15 hours a week</p> <p>£10,400</p>

<b>Cost - Sub-totals</b>	0
<b>Total budgeted cost for Strand 1</b>	£15,000

<b>STRAND 2: TARGETED SUPPORT</b>							
<b>Element of Strand</b> <i>(eg, Interventions)</i>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
1:1 and small group tuition	Targeted tuition for individual or small groups within the school day.  Additional teacher/ TA deployed to deliver beyond internal capacity.	Disadvantaged pupils  Pupils that have fallen behind.	Identified gaps filled which leads to increased rates of progress in targeted areas.	CF RB - US A - MS EC - LS	Analysis of data-PIRA/ PUMA and Target Tracker  At least 80% of children reached expected standard in reading and maths	Partially covered within PPG	£12360 Starting 04/01-05/07 not inc hols but inc oncosts for EC
Intervention programmes	Purchase, training and introduction of the Read, Write, Inc programme to support teaching and intervention programmes across the school. Interventions led by specific teacher during the Autumn term.	Disadvantaged pupils  Pupils that have fallen behind.	Structured approach to teaching and interventions that focus on gap filling in phonics. As a result of gaps being filled, children are able to make accelerated rates of progress.	CF	Termly through ongoing assessment data.  End of the year analysis to measure progress from start of year baseline.  91% pass rate Autumn 2020	0	£11,665.72
<b>Cost - Sub-totals</b>						0	
<b>Total budgeted cost for Strand 2</b>						£24025.72	

<b>STRAND 3: WIDER STRATEGIES</b>
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<b>Element of Strand</b> <i>(eg, Access to technology)</i>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
Access to technology - software	Purchase of additional e books that can be accessed at home for home reading and/ or in the event of a local lockdown.	All pupils, especially disadvantaged or low income families that may not have access to an extended book library at home.	The amount of reading taking place increases which leads to increased attainment in reading.	MW, SW	Monitoring of usage of who has accessed e books.  Pupil voice about how the e books have been used and the benefits that relate to their learning.	PTA funding	0
Access to technology - hardware	Loaning of It equipment where required; eg: iPads in event of closure/lockdown	All pupils, especially disadvantaged or low income families that may not have access to appropriate hardware.	All children able to access home learning.	MW, SW	Monitoring of usage using Insights on Teams and work submitted.	Existing budget	0
Supporting parents and carers	Workshops provided to parents on how to use the online resources that the school subscribes to: MyMaths, Accelerated Reader and Read Write Inc.  Sessions shared about the approach that the school uses to teach phonics.  Teams sessions with each year group class teacher.  Teams homepages regularly updates with guidance and changes.	All pupils, especially disadvantaged or families unfamiliar with the English National Curriculum.	Usage of online resources increases and as a result children make increased rates of progress at home.  Parents are aware of further strategies to support with the teaching of phonics at home and as a result the proportion passing the phonics check increases above national averages.	MW, SW, CF, Team Leaders, NW	Monitoring usage of sites and parents fully informed of all home learning opportunities as well as teacher expectations.  Parental questionnaires indicate that they feel supported by the school.  Internal data e.g. reading quizzes and MyMaths quizzes show an improvement.	Covered within existing budget	0
<b>Cost - Sub-totals</b>						0	
<b>Total budgeted cost for Strand 3</b>						0	

## Financial Summary

<b>Cumulative Sub-total for all strands</b>	0	£33748.72
<b>Total budgeted cost for all strands</b>	£33748.72	

