

The Palmer Academy: Summary of Catch-Up Strategy



| School information | | | |
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| School | The Palmer Academy | | |
| Academic Year | 2020 - 21 | Catch-Up Funding Received 2020-21 | £19,280 (provisional) |
| Total number of pupils | 403 | % Disadvantaged Pupils | 28% |

| Contextual Information (if any) |
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| <p>The Palmer Academy became a REAch2 school in 2013 (previously George Palmer Primary). The school is two form entry school with a Nursery provision. The Palmer Academy had a Good Ofsted judgement in 2017 and are due a visit at the end of this year/beginning of next year. The school sits in Whitley in Reading which has a high level of crime and social housing. There are a large proportion of children on the school's vulnerable list, which is in addition to those who involved with social care.</p> |

| Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning) | |
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| A. | Children within the Year Five, Four, Three and Two classes were unable to access the school since March and have since returned in September. The Nursery, Reception and Year One children returned in June, although this was not all children within their cohorts. This has resulted in gaps in children's learning. |
| B. | Children who were below ARE within the academic year of 2019/20 have larger gaps between themselves and their peers and require support to develop key skills within their learning. |
| C. | Due to lockdown, some children may require additional pastoral support as they may have not been socially stimulated by their peers for extended periods of time. Children also have not had the opportunities to disclose safeguarding issues as they have not been in school. |

| Summary of Expected Outcomes | |
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| A. | Subject leaders to create a bridging curriculum had can support all children within addressing any gaps in learning for their respective subjects. This would be implemented within Autumn term 2020 and reviewed through subject leader monitoring and through review of the subject leaders' development plans. |
| B. | Catch up support will be given to focussed children, following baseline assessment. Support will be given to these children through in class support, small group learning and 1-1 support. |
| C. | Establishing and adapting the PSHE curriculum to support children in better understanding their own feelings and the support they can receive. We will also be establishing a Mental Health and Wellbeing lead who will oversee who school strategies in support children within their own wellbeing. |

Summary of Catch-up Strategy

| STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES | | | | | | | |
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| 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? | Cost (School Budget) | Cost (National Funding) |
| Baseline Assessment | Baseline assessment to take place within September 2020 within Reading, Writing, Maths, Time tables and Phonics | All pupils within the school will complete this baseline. This will highlight those who need additional support and the specific gaps within learning | Key areas for development will be outlined from the baseline assessment. This will support teachers in modifying or adapting their curriculum to best meet their needs of the pupils within their class | LT AHT | Reviewed by AHT within Autumn term Overview given during SLT meetings. | N/A | £1,000 |
| Adapting the existing curriculum | Subject Leaders to review their own curriculum and highlight gaps in learning. Subject leaders to create a bridging curriculum for their respective subject | All pupils within the school will benefit from this. All children have some gaps in learning due to the time spent out of class. | Children will be able to progress within their chosen subject as gaps are addressed as part of the schools learning process. | KD AHT Subject leads | Half termly through subject leader monitoring | N/A | £1,000 |
| Supporting and developing teachers in delivering quality first teaching | Teachers will receive CPD on the bridging curriculum for Maths, Science, Writing and Reading. Further support will be given directly through subject | All pupils will benefit from this provision. Teachers will be supported in understanding the gaps within children's | Teachers will understand how to adapt the curriculum for their year group and will be able to adapt planning to better meet | LT/KD AHT | Half termly monitoring by SLT | N/A | £1,000 |

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| Monitoring to take place within all subjects | Monitoring schedule to be created, providing a timetable for teachers to monitor and develop their subjects Bridging curriculum implementation will be monitored as part of this | All pupils will benefit from this. Monitoring will allow subject leaders to have a clear overview of the strengths and areas for development within the school. Subject leaders | Quality of teaching will be improved through support from subject leaders Consistency across different subject regarding the expectations for | Subject Leads + SLT | Termly monitoring by subject leads | N/A | £1,000 |
| In class provision to be supported through the development of support staff | Support staff to receive twice a month CPD sessions led by the school SENCO. These will include how to develop support within classrooms | Whole classes can be supported through this but also focus groups. | Support staff will have further consistency between their approaches to supporting children within different lessons. Pupils will benefit through personalised provision within class | SENCO Support Staff | Termly monitoring through SLT monitoring and SENCO monitoring | N/A | £1,000 |
| Curriculum support as part of home learning | Purchase CGP books to further support children in accessing resources linked the national curriculum | Children specified for needing additional home learning effort will be targeted | Children will be able to rehearse and practice their own learning at home | LT | Termly | n/a | £3,697 |
| Home learning for bubbles self-isolating | The input for 5 lessons a day will be put on YouTube channel for children who are having to learn from home to use. | Children in year group specifically targeted to work from home. | Children will be able to access the input for 5 lessons a day from any device. | KD | After a two-week example of this being used, we will measure its effectiveness. | N/A | £500 |
| Cost - Sub-totals | | | | | | £0 | £9,197 |
| Total budgeted cost for Strand 1 | | | | | | £9,197 | |

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) |
|---|---|--|---|---------------|---|----------------------|-------------------------|
| Phonics Interventions | Phonics screening assessments will take place and highlight children who need additional support Steph Jones will run phonics catch-up programme. LSAs will take | Children who are not on track to pass the Phonics screening test. (Y1, Y2) Children who did not pass the phonics screening test (Y3) | Children will be able to access a broader range of texts Children will develop within their phonic knowledge | SH/SJ | Half termly | N/A | £1,000 |
| Reading Interventions | 1:1 Readers will happen daily in the afternoon led by LSAs for children who need reading support. | Children who are 18 months or more behind in Y2-Y6 will have 1:1 reading daily/3x a week. | Children's reading age will improve to come within a year of actual age. | KD/JC | Half termly | N/A | £1,000 |
| Focussed in class support | Baseline assessments will highlight those children who are not on track for ARE or have dropped in their attainment level due to lockdown. Following pupil progress meetings, these children will be highlighted and | Pupils will be given additional support from support staff and their class teacher as part of quality first teaching. This will support them against their own personal targets. | Children will be supported in accessing the learning within class. Children will receive provision and support to help them achieve personal targets | SENCO AHTs | Half termly | N/A | £500 |

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| Small Group and 1-1 support through catch up teacher (until Christmas) | Class teacher will complete three afternoons of small group catch up focusing on Y4-6 for Autumn 1. These sessions will happen x3 a week for 4 weeks and then gaps will be assessed. | This will be determined following baseline assessments. Target pupils will be identified, and small groups will be organised. | Children working below ARE will be given support directly linked to their areas of development that were identified through the baseline assessment. | LT | Up until Christmas measured termly and then reviewed. | £1,500 | £7,083 |
| Half termly reviews of small group intervention | SENCO will review interventions on a half termly basis to ascertain their effectiveness and the progress children are | Pupils on CP plan Pupils requiring social and emotional support Children requiring additional academic | Interventions will ensure that children make progress | SENCO | Half termly | N/A | £500 |
| Cost - Sub-totals | | | | | | £1,500 | £10,083 |
| Total budgeted cost for Strand 2 | | | | | | £11,583 | |

| STRAND 3: WIDER STRATEGIES | | | | | | | |
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| 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) |
| Attendance monitoring and support | Attendance is to be monitored by the DSL/ELSA support staff within the school and reviewed by KD | Children who frequently have low attendance or have a history of low attendance | High levels of attendance will be maintained | SB/KD | Weekly | £1,000 | N/A |
| Review of available resources for vulnerable pupils to access home learning | Letter to be put on school website about available resources that children can use to support their learning at home | Pupils who do not have access to resources for home learning will be identified and planning can take place to support these children within any home learning | Children will be able to access learning from a range of different places | SE | Autumn Term | £500 | N/A |

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| Children's mental health deterioration | Employ school councillor once a week to work with children who are showing signs of concerning mental health | Children who have been referred for deteriorating mental health upon return to school. | Children's mental health will improve | JC | Weekly. | £4,500 | N/A |
| Cost - Sub-totals | | | | | | £6,000 | n/a |
| Total budgeted cost for Strand 3 | | | | | | £6,000 | |

Financial Summary

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|---|--|--|--|--|--|---------|---------|
| Cumulative Sub-total for all strands | | | | | | £7,500 | £19,280 |
| Total budgeted cost for all strands | | | | | | £26,780 | |

Additional Information (if any)

The above plan will be based on baseline assessments that will take place in September 2020. Following on from this the plan and spending focus may change based on the needs of the pupils within the school. The following spending is also dependent on pupils staying in school if further distancing restrictions were put in place, then the plan would change based on the school's access to the children. Overall, the initial steps within the plan are based on in class support and quality first teaching. These are whole school approaches with many mirroring the school's targets, which are outlined within the school development plan.