

Breachwood Green JMI School:

Summary of Covid -19 Catch-Up Strategy



School information			
School	Breachwood Green JMI School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £6,560
Total number of pupils	82	% Disadvantaged Pupils	5%

Contextual Information (if any)

Breachwood Green is a small village school with mixed year classes. Over the past 5 years the PAN has decreased due to low numbers in some cohorts. The school was judged RI in February 2018 and has made great improvements since. Throughout lockdown, children were supported with remote learning and had weekly Teams meetings with their class teacher. Remote learning was consolidation of prior learning rather than new learning. Once schools were allowed wider opening, Breachwood Green saw a return of approx. 75% of students, with their being proportionate to each year group. Those pupils who did not return to school have been identified as pupils with increased gaps in learning.

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)

A.	To provide rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.
B.	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.

Summary of Expected Outcomes

A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.
B.	By end of Autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention.
C.	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Element of Strand	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
Supporting quality first teaching	Continued, thorough and focussed monitoring programme. Clear calendar for monitoring focused on key priorities and shared with staff. Training/CDP for staff as required.	Whole School	SLT and Maths/English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	KB	Monitoring calendar in place and shared with all staff. Book looks and pupil voice will show progress.	N/A
Supporting quality first teaching	Herts for Learning Back on Track programme to be used to support teaching. Clear opportunities for assessment for learning identified and future lessons planned accordingly. Training for staff in using the programme - TLA support.	Whole School	Teaching staff will have a clear understanding of the children's starting points and will be able to adapt learning opportunities in light of this. Pupils will have opportunities to reinforce previous learning to ensure concepts are fully embedded.	SL	Monitoring calendar in place and shared with all staff. Book looks and pupil voice will show progress.	£500 TLA
Catch up curriculum	Subject leaders to identify gaps in learning and adapt curriculum intent in light of this. Subject leaders to provide support to teachers where required to ensure the recovery curriculum is taught accordingly.	Whole school	Gaps in learning will be closed, enabling pupils to achieve the expected end points, for knowledge and skills within each subject, by the end of their current academic year.	SL CT	Monitoring calendar in place and shared with all staff. Book looks and pupil voice will show progress.	£200 supply
Support Quality First Teaching	Embed Maths.co.uk across the school. Use this to consolidate learning of maths strands and identify gaps in learning.	All pupils in school – this enables higher attainers to be provided with challenge and monitoring of all pupils o ascertain learning gained.	Pupils gaps in maths learning will be identified rapidly and suitable provision identified. Gaps in learning will close and pupils will make expected or accelerated progress to meet age related expectations.	KB CW	Pupils will make expected or accelerated progress to meet age related expectations which will be monitored through pupil progress meetings and end of term/year assessments.	£220 Maths.co.uk
Total budgeted cost for Strand 1						£920

STRAND 2: TARGETED SUPPORT

Element of Strand	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
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 Resources to enable successful intervention including the payment of staff	Children across the school identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	CT TA	Scores in testing (scaled scores where possible) Moderation Book look and pupil voice Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£2,199 (4hrs additional TA)
After/before school interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours	Children in Years 4 to 6 identified as needing support in English and/or Maths. (EYFS prime areas)	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	KB CT TA	Scores in testing (scaled scores where possible) Moderation Book look and pupil voice Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£500 (2hrs additional TA)
Support for social, emotional, mental health	Identified children to attend breakfast/afterschool club to support with return and developing social skills	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	KB	Discussions with staff/families before, during and after intervention to measure progress/improvements	£252 (2 children x 1hr week)
Support for smoother transition from EYFS to Year 1.	Purchase resources to enable the Year 1 children to have a less formal 'full-day' as part of the transition from EYFS to Year 1.	Year 1 pupils.	The transition between EYFS and Year 1 will be smoother. Children will have a more gradual introduction to the formal setting of Class 2. There will more opportunities for CIL in the first half term.	SS	Children will be happy and familiar with Class 2's routines.	£350
Total budgeted cost for Strand 2						£3301

STRAND 3: WIDER STRATEGIES

Element of Strand	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
Additional resources	Purchase additional iPads to provide Ks1 and KS2 with enough to keep for group /catch up and extension tasks throughout the day	All pupils	Children will have access to Maths.co.uk/Spag.com and accelerated reader throughout the day. Activities can be specified and assigned to individuals to meet their needs.	CT	Scores in testing (scaled scores where possible) Moderation Book look and pupil voice Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£2000
Additional Resources	Purchase thesaurus to support with vocabulary development	All pupils	Children will have access to thesaurus' to enable them to enhance their vocabulary choices.	AB	Moderation Increased vocabulary choices in pupils work Book look and pupil voice	£200
Additional Resources	Purchase non-fiction books for KS1	KS1	Children will have access to non-fiction books that they can access. Children will be more inspired to research information in class. Children will further develop their vocabulary.	KB	STAR test results Comprehension during guided reading sessions Pupil voice	£300
Total budgeted cost for Strand 3						£2500

Financial Summary

Total budgeted cost for all strands	£6721
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