

# Ladbroke JMI School: Summary of Catch-Up Strategy



School information			
<b>School</b>	Ladbroke JMI School		
<b>Academic Year</b>	2020-21	<b>Catch-Up Funding Received 2020-21</b>	Provisional: £16,800
<b>Total number of pupils</b>	234	<b>% Disadvantaged Pupils</b>	11%

Contextual Information (if any)
<p>Ladbroke JMI School is a one form entry primary school. During lockdown daily English and Maths tasks were set for the children via the website. Engagement was good in some year groups and not so good in others. By the end of lockdown there was noticeably less engagement. Communication between parents and teachers was available via email and some parents used this to support learning at home. Going forward, regular social interaction with classes was identified as important. Parents were mixed on live learning, with most happier we did not provide this and used recorded lessons instead. We have chosen to continue with Tapestry for our foundation classes and use Teams for our Y1-Y6 children going forward. RM Education is our provider setting his up.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
<b>A.</b>	To ensure that children are happy and feel safe in school so that they have the opportunity to close gaps and make good progress
<b>B.</b>	To ensure that learning in the classroom, matches the needs of the children and closes gaps
<b>C.</b>	To provide carefully structured support to children who need it so that they develop confidence in their learning and begin to close gaps

Summary of Expected Outcomes	
<b>A.</b>	Children are happy to come into school and excited about their learning. Attendance is high
<b>B.</b>	By end of Autumn term children should be at least where we would expect them to be based on pre lockdown data
<b>C.</b>	Support is in place for key children and this is beginning to show that the gaps are being closed successfully.

## 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 (School Budget)	Cost (National Funding)
Transition support	Plan a three week (extended to four if necessary) to settle children back into school and allow teachers to assess children in an informal way. <ul style="list-style-type: none"> <li>Joy &amp; Heron</li> <li>Portrait Work</li> <li>Number Challenge</li> </ul>	Y1-Y6	The children will undertake 'fun' activities which will allow teachers to assess what they still know and where any gaps are which will then inform planning  Children will be familiar with routines and settled ready to learn	SLT	Tracking attendance Learning walks to see how children have settled Informal pupil voice Gate Duty to engage with parents and children	£0	£0
Quality First Teaching	Ensure quality first teaching Use white rose catch up resources to support in maths Adapt teaching units in light of assessments made in the first week	All children.  Target groups to be agreed which may change in light of topic being taught.	All children will be receiving high quality teaching and will begin to close any gaps that we have identified  Children targeted regularly if additional support needed and time used effectively to close the gap	All Staff	Book Scrutiny  Pupil Progress Discussions  Formal assessments – RWM Tracking of	£0	£0
Catch up curriculum	Identify gaps in learning from the first transition weeks. Use slow write to focus on writing aspects not secure Use individual, group and whole class reading session to reinforce comprehensions skills Assembly time used to target individual or group work Leadership time used to provide additional support and close gaps	All children.  Target groups to be agreed which may change in light of topic being taught.	The vast majority of children will be back on track and working at the level expected of them  Where children are not working at the level expected, support and catch up has been provided to begin to close the gap.  Progress is evident in all books	All Staff	Book Scrutiny  Pupil Progress Discussions  Formal assessments – RWM Tracking of	Leadership Time £7740	£0
<b>Cost - Sub-totals</b>						£7740	£0
<b>Total budgeted cost for Strand 1</b>						£7740	

<b>STRAND 2: TARGETED SUPPORT</b>							
<b>Element of Strand</b>	<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>
Group Intervention	To provide targeted group support in class or in timetabled sessions to help children close any gaps in reading, writing and maths (see individual timetables for which children are being targeted)	MK – Y5 & Y6 Group Support	Groups will be targeted for a specific need; maths, reading or writing. Small targets will be set and monitored to ensure the intervention is closing the gap	MK/HR	Pupil Voice Evidence of Work Assessment Data		3 hours £1,125
		DM – Y5 Support		MK/CW			7 hours £2,630
		SB – Y2 Support work in class and 1-1		SB/JT			12.5 hours £4,817
1-1 Intervention	To provide 1-1 support for children identified as needed additional support to close the gap or children with identified specialist teaching needs (see individual timetables for which children are being targeted)	SH – Y4 and Y6 1-1 support	Individuals will have specific targets they are working on to close identified gaps.	MK/ED/ HR	Pupil Voice Evidence of Work Assessment Data	4 hours £1846	2 hours £915
		MK – Y3 and Y5 1-1 support	Where children have individual reports from professionals, work will be targeted to support the children and agreed so that the work carried out has an impact.	MK/AP		4 hours £1845	
		CP – FS and Y1 support		CP/KF/ CP			5 hours £1,943
		RH – 1-1 support Y3/Y4 & Y6	Sessions will be reviewed regularly to consider impact and change if necessary	RH/AP		10 hours £5787	
		SW – Y2 1-1 support		SW/JT		10 hours £4,010	
Support for social, emotional, mental health	AP – Wellbeing and Protective behaviours work	AP – Y1 Protective Behaviours Zones of Regulation	For all children in Y1 to have completed the protective behaviours  For children identified with emotional needs to have access to zones work	AP	Pupil Voice Evidence of Work	1 x pm £4,688	1 x pm £4,688
<b>Cost - Sub-totals</b>						<b>£18,176</b>	<b>£16,118</b>
<b>Total budgeted cost for Strand 2</b>						<b>£34,294</b>	

<b>STRAND 3: WIDER STRATEGIES</b>							
<b>Element of Strand</b>	<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	Contact RM and arrange for them to set up the learning platform so we can extend our remote learning offer	All children Y1-Y6	Children will have access to remote learning and be able to submit work and received marked work more easily	TW	Have all the children been allocated an email address to be able to access Teams Has Teams been used for HW so teething problems can be identified and improved Are children accessing and is remote learning happening?		*
Setting up Video messaging for parent consultations	Contact companies and find out what offers are Select company Roll out to staff and send information to parents	All children in the school	Parents and Teachers will be able to communicate safely and share information on the children	TW GM	Was the trial run successful?  Feedback from parents after the event to see how successful it was		£100 extra
Logins for Timetables Rock Stars, Reading Eggs, Tapestry and other educational resources for home use (already used in school)	Ensure logins are available for all children Links on the remote learning platform for parents to access quickly	Tapestry – FS1/FS2	Children to be able to continue learning at home if school goes into Lockdown. Parents use the site to share learning opportunities with school staff regularly	KF	Monitor use of tapestry by parents to ensure they are accessing and commenting on children's work and progress Monitor parents use of tapestry to upload work at home	£100	
		Dynamo Maths (individuals)	Maths support will be able to be targeted to provide support where gaps are needed	TW		£70 per child	
		Numbots/TT – Y1-Y6	Children are able to practise maths basic skills in a fun and motivating way	HR		£200	
		Reading Eggs – FS2/Y1	Children can practise their reading skills in a fun way, motivating them to practise early reading skills and building on phonics work in school	JT	Monitor use of the website and supporting children not going on regularly to identify any barriers Regular assessment of phonics to check on progress	£600	
<b>Cost - Sub-totals</b>						£1,000	£100
<b>Total budgeted cost for Strand 3</b>						£1,100	

## Financial Summary

<b>Cumulative Sub-total for all strands</b>	£26,916	£16,218
<b>Total budgeted cost for all strands</b>	£46,134	

### Additional Information (if any)

\*Not included in this document is the £1,500 cost of setting up the remote learning platform with RM as this cost will be reimbursed by the DFE