

Oak View Primary : Summary of Catch-Up Strategy



School information			
School	Oak View Primary and Nursery		
Academic Year	2021-22	Catch-Up Funding Received 2021-22	Provisional: £31,440.00 (£80 per child)
Total number of pupils	393 (416)	% Disadvantaged Pupils	35%

Contextual Information (if any)
Oak View Primary is a school with a very high level of need: disadvantaged 35% FSM 31% and SEN 15%. Many families required support during lockdown with food, mental health and educational support. A range of online and paper based learning was set and staff rang every child at least weekly to support with their learning and any support they needed as a family. Year group emails were set up to further allow communication between parents and teaching staff. Engagement with home learning was low.

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children have access to learning in core subjects to support the gaps caused by the pandemic. Children can be supported to fill gaps of knowledge through independent or supervised interventions
B.	Improve the provision and quality of teaching for phonics and reading to EYFS and KS1 children, who missed the fundamentals of been taught due to time absent from school
C.	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.

Summary of Expected Outcomes	
A.	Children to empowered and confident to self-learn, with clear progress been seen through a range of different ways of children accessing their learning and showing attainment progress.
B.	With the introduction of a new Phonic / Reading scheme, the training of staff and a new way / process of teaching phonics / reading, children's confidence and ability to read will improve. Any children identified as not meeting age expectation are further targeted for intervention.
C.	Children in Year FS/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 (School Budget)	Cost (National Funding)
Introduce new Phonics & Reading Scheme in EYFS & KS1 (Little Wandle)	Purchase the, "Little Wandle" reading / phonic scheme Purchase guided reading packs Train lead staff Train all EYFS & KS1 staff to implement new scheme Develop and improve teaching styles and systems Change delivery of Phonics and reading	EYFS & KS1	This is a 12-18 month project to see significant difference. Expected outcomes: <ul style="list-style-type: none"> Increased EYFS GLD – Reading & Writing Reduced gap to national phonic screening % Improved Ks1 reading results 	EH, SW, S	Half termly phonics assessments to be carried out Half termly SLT monitoring Staff leads to have time out of class to develop and monitor staff confidence and new systems HIP & HFL external advisors looking at Reading in the EYFS & KS1 areas		
Supporting high quality 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.	Across all classes	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.	SLT	Monitoring calendar in place and shared with all staff. Observations recorded in writing for whole school feedback and for individuals. 3 Is a key focus in each phase to ensure progress is made Meetings where support is		
Catch up curriculum	Catch up curriculum for core subjects + key skills across foundation subjects. EYFS focus on prime areas to ensure children are ready for their next stage of learning. Training in English and Maths to 'dovetail' gaps in learning with expectations for their current year group curriculum.	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety following COVID return	Children will be ready for their next stage of learning. Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created. Resilience and confidence to carry on learning if we go back into lockdown.	SLT	SLT to construct curriculum and to ensure this is being utilised during the initial return period. This will be done via the monitoring calendar.		
Cost - Sub-totals							

Total budgeted cost for Strand 1

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 (School Budget)	Cost (National Funding)
Purchase Year group 1 pads, so children can access instant & independent work based on their gaps in Learning	<p>8 1 pads to be bought per year group</p> <p>Target apps to be sourced to meet pupils gaps</p> <p>Daily interventions to be put in place for children below age expected</p>	KS1 & KS2 pupils	<p>Improved independent learning of children who struggle to engage in learning.</p> <p>Specific targeted interventions that meet children's needs</p> <p>Improved progress of pupils who are below age expected</p>	SLT SEND team	<p>Core subject leaders will look at books and pupils outcomes, focusing on progress over time</p> <p>End of term data focusing on progress of pupils.</p> <p>Pupil voice, how children feel about their work, confidence of independency and achieving good outcomes</p>		
Small group/1-1 interventions during school day	<p>Targeted interventions - small group/1-1 delivered by trained staff</p> <p>Resources to enable successful intervention including the payment of staff</p>	Children across the 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.	SLT	<p>Scores in testing (scaled scores where possible)</p> <p>Moderation</p> <p>Work in class/books to show application</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions using Provision Map</p>		
Support for social, emotional, mental health	<p>Art Therapy</p> <p>Nurture groups</p> <p>Interventions (1:1/small group)</p> <p>Learning mentors</p> <p>Referrals to outside agencies</p> <p>Resources (where required)</p> <p>Staff training</p>	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.	LY	<p>SDQ start and end of intervention to measure progress</p> <p>Discussions with staff/families before, during and after intervention to measure progress/improvements</p> <p>Use of Provision Map to track interventions and progress.</p>		
Cost - Sub-totals							
Total budgeted cost for Strand 2							

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 (School Budget)	Cost (National Funding)
Access to technology	Purchase of google classroom to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents. Purchase of Tapestry to enable strong communication between school and parents, with easy access to upload pupil progress / activity evidence.	Year 1 to 6 FS / Nursery	Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.	NR / AB	Pupil progress meetings Discussions with parents and children Engagement levels		
Effective tracking and monitoring of interventions	Purchase of Provision map	All children	Central platform for the submission and tracking of interventions and provision.	AB	Baselines on recognised tests to be recorded, along with interventions being offered, progress reviews with teachers and any testing updates and impact to be evaluated.		
Logins for Timetables Rock Stars, MyMaths, Tapestry and other educational resources for home use (already used in school)	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	EYFS – DK English – TM Maths – GB	Check parental sign up and engagement for Tapestry (EYFS) At parents meetings ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.		
Assessments/Testing - Support for Parents	Information to be sent out about the EYFS ELG's, Phonics, Year 2, Year 4 and Year 6 programmes of study and how they can support their child with their learning at home.	R, 1, 2, 4 and 6	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.	EYFS – AB English – EH Maths – SS	Parents to be sent booklets/fact sheets by the end of September [these will also be uploaded to the website]. Impact to be evaluated through the test scores that children are achieving and conversations with parents at parents evening.		
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and tacking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	NR	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.		

Develop access for all pupils to experience Forest School. Focusing on the child's wellbeing, health and socialisation skills.	Every child within the school will have a terms experience in FS Build a skill based curriculum in the FS so children can develop in confidence and knowledge Focus upon a child's wellbeing	All children	Improved social interaction and relationships between pupils. Build children's resilience, character and confidence. Support wellbeing of pupils Develop pupils knowledge and skills of outdoor learning	NR	End of term outcomes Pupils conference Attendance records Floor books to show case outcomes		
Cost - Sub-totals							
Total budgeted cost for Strand 3							

Financial Summary

Cumulative Sub-total for all strands		
Total budgeted cost for all strands		

Additional Information (if any)