



Catch up strategy 2020 - 2021

Details of how this funding is allocated to schools can be found on the school website at the following address:

<https://www.abberley.worcs.sch.uk/page/?title=Catch+up+funding&pid=680>

Summary Information					
School	Abberley Parochial V.C. Primary School				
Academic year	2020 - 2021	Total catch up funding	£2080 received to Jan 2021 £3730 received September 2021 Total funding: £5810	Strategy implemented	September 2020
Total number of pupils	112	Specific Expenditure: to Jan 2021 Jan - July 2021	£2900 tuition and additional reception TA £2970 on tuition Expenditure: £5870	Strategy reviewed	September 2021

Key 2 teacher assessments 2020 for children of families entitled to pupil premium

Reading

EXS+	Teacher Assessment
Year 6 cohort	83%
Disadvantaged	100%

Maths

EXS+	Teacher Assessment
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Year 6 cohort	77%
Disadvantaged	100%

SPAG

EXS+	Teacher Assessment
Year 6 cohort	83%
Disadvantaged	100%

Writing

EXS+	Teacher Assessment
Year 6 cohort	77%
Disadvantaged	100%

Key Stag 2 SATs results 2019 for children of families entitled to pupil premium

Reading

EXS+	Teacher Assessment	Statutory Assessments
Year 6 cohort	85%	85%
Disadvantaged	100%	100%

Maths

EXS+	Teacher Assessment	Statutory Assessments
Year 6 cohort	85%	85%
Disadvantaged	100%	100%

SPAG

EXS+	Teacher Assessment	Statutory Assessments
Year 6 cohort	85%	85%
Disadvantaged	100%	100%

Writing

EXS+	Teacher Assessment	Statutory Assessments
Year 6 cohort	85%	85%
Disadvantaged	100%	100%

Combined measure (reading, writing and maths)

EXS+	Teacher Assessment	Statutory Assessments	National
Year 6 cohort	85%	85%	64.9%
Disadvantaged	100%	100%	

<u>Detrimental factors school</u>	
<u>1.</u>	The majority of pupils were not able to attend school and did not receive high quality, in person, classrooms teaching
<u>2.</u>	A minority of pupils did not or were not able to fully engage in remote learning during lockdown
<u>3.</u>	Remote transition to primary school is less effective than an actual transition
<u>4.</u>	Staffing skills to provide high quality remote learning immediately
<u>Detrimental factors external</u>	
<u>1.</u>	Varying ability of parents to support pupil learning
<u>2.</u>	Varying conditions which provide conducive space for learning
<u>3.</u>	Lack of routine and structure provided by education
<u>4.</u>	Pupils have not developed the same degree of independence prior to starting school
<u>5.</u>	Lack of enrichment due to closure of facilities and sites to visit including family holidays and experiences
<u>6.</u>	Lack of socialisation due to lockdown measures
<u>7.</u>	Increased risks to well-being

8.	Parents and pupils varying ability to access/print remote materials to continue provision
9.	Sustaining high quality remote learning in the home

Overall aim To enhance the recovery of pupils who have been disadvantaged as a result of lock-down measures and school absence related to covid-19 and enable them to attain in line with their peers in all of the core subjects and have the opportunity to access and thrive as a result of a broad and enriching curriculum.						
Context						
	Objective	Action	Responsible	Resources	Time	Outcome
Outcomes for pupils	To enable pupils in reception and year 1 to swiftly become or re-establish school readiness.	Appoint additional TA to support pupils	JT for appointment – ML	Additional TA in post for Autumn term and Spring 1	30 hours per week Autumn term £2000	Reception pupils started the year significantly behind common development measures. Additional adult support was required to implement safety measures outlined in the risk assessment and support pupils with tasks which commonly we would cover during transition
		Establish and communicate routines with students Additional specific school readiness teaching to allow reception and Yr1 to be separated	CL, ZP, ML ZP to teach yr 1 separately	Additional teacher	6 hours per week (costs already budgeted for, but provision adapted to support this target)	

						arrangements with pre-schools.
	To identify gaps swiftly and enable pupils to catch up on missed learning	Afl used to swiftly identify pupil targets and those who has suffered more significantly as a result of school closure. Big maths, writing standardisations and termly assessments used.	JT and class teachers	Resources already in place.	Standard assessment times.	Assessments indicates that the majority (approx. 85%) engaged effectively in remote learning during the initial lock-down period. Pupils who were on the fringes without SEN are identified and participated in additional tutoring outside of school hours.

	Objective	Action	Responsible	Resources	Time	Outcome
Teaching and learning	To enable pupils in reception and year 1 to swiftly become ready for school.	Teach pupils clear expectations and reinforce and support pupils in school readiness	CL, ML1, ML2	Additional adults and planning materials	As outlined above in outcomes for pupils.	Reception pupils do not suffer long term development issues resulting from lock down.
	To identify gaps swiftly and enable pupils to catch up on missed learning	Establish after school and before school tutoring. Pupils in year 3 to 5 identified for tutoring. Targeted	JT and EH Class teachers	Tutoring of seven identified pupils before/after school Expanded to twelve pupils in the summer term	4 hours per week 50 tutoring sessions in the autumn term	Evident that pupils increasing in confidence with their learning. Some achieving the expected standard in assessments.

		year groups as these did not return to school fully during the summer term. Communicate tutoring arrangements with families	JT	across eleven sessions.	Increasing in the spring term with further pupils being identified. Cost £600 From 8 th March 9 hours per week of tuition offer to pairs or individuals (twelve pupils in receipt of tuition) for 15 weeks. Cost £2970	Provision for many to continue and additional pupils added.
	Prepare provision for pupils who have to self-isolate	Establish three weeks of high quality learning available remotely for pupils required to isolate	Class teachers and JT	School website used. Teachers planning resources.	Twilight sessions 0 4 hours	Provision available immediately for all pupils required to isolate

	Objective	Action	Responsible	Resources	Time	Outcome
Behaviour and Safety	To enable pupils in reception and year 1 to swiftly become ready for school.	Establish clear behaviour expectations with pupils who have not attended school or pre-	CL, ML1, ML2	Planning and teaching resources	Daily in lessons	

		school for 6 months				
	To re-establish our learning attributes and clear behavioural expectations in school	Establish a clear framework of assemblies to communicate expectations in line with the school's risk assessment for returning to school.				

	Objective	Action	Responsible	Resources	Time	Outcome
Leadership and management	Establish a program of tutoring for pupils identified to support and enable them to grow in confidence and access the curriculum.	JT and EH to establish schedule of tutoring and communicate this with parents.	JT EH	Resources prepared by EH	As above – three after school sessions weekly and one session before school.	EH to monitor pupils and report to class teachers
		JT and EH to monitor the impact of this tutoring program	JT EH		This was expanded to 11 sessions weekly following the return to school on the 8 th March targeting twelve pupils identified through assessment and by class teachers.	Notes of each sessions kept and communicated with Classteachers and headteacher
		EH to report to class teachers on progress and identified gaps	EH		Costs as above	
		EH to communicate with LH (senco) to support in school intervention	EH LH			

		programs with information identified through the tutoring sessions.				
	Continue with the implementation of the Jigsaw curriculum for PSHE to support pupils well-being	Training provided for all staff.	CS	Already budgeted for this expense.	Training day allocated time	CS to monitor the impact of the curriculum through pupil survey in March
	Make preparations for a potential second lock down	<p>Ensure all pupils are able to access login details for Teams.</p> <p>Provide all pupils with remote learning books</p> <p>Establish clear channels of communication with parents.</p>	<p>JT</p> <p>Class teachers</p> <p>JT</p>	<p>Training for using Microsoft Teams provided by IBS £300</p> <p>Technician time to ensure we are fully prepared 5 hours (£100)</p>	Staff practice time over 20 hours of their planning and admin, personal time.	Secure provision is in place in line with government guidance, which enables engagement from as many pupils as possible.
	Overcome technology barriers for as many as possible	Set old laptops up so that they are available immediately if technology proves to be a barrier for some who are learning from home.	JT	Old laptops available and not in school circulation	Laptop preparation time five hours	Laptops made available immediately in January

