

Killigrew Primary School and Nursery Pupil Catch Up Funding Strategy 2020-2021

School overview:

Metric	Data
School name	Killigrew Primary and Nursery School
Pupils in school	397
Proportion of disadvantaged pupils	9% (89% currently eligible for FSM)
Catch Up funding allocation over this academic year (total)	£44,385 (October 2020 census)
Academic year covered by this statement	2020-2021
Publish date	January 2021
Review date	July 2021
Statement authorised by	Tracy Mylotte
Pupil premium lead	Karen Morley

Strategy aims

Measure	Score
<p>Identified year groups, small groups and individuals catch up on missed learning quickly, particularly in core subjects.</p> <p>Baseline assessment information suggests that children need more support in writing and reading comprehension following lockdown. Some year groups have fallen behind more than others have although this is partly linked to transition between key stages and the curriculum acceleration that usually happen in the summer term.</p>	<p>Year groups, small groups and individuals make rapid progress in order to reach at least age related expectations by the end of the school year.</p>
<p>Support all children and in particular identified individuals to overcome emotional barriers to learning.</p> <p>Some children, particularly those who are part of a vulnerable group (disadvantaged children, children with an SEND and those on the child protection register) have found the lockdown especially challenging for a number of reasons).</p>	<p>Children settle quickly back into school and with very few behaviour incidents linked to emotional regulation. The children are ready to learn.</p>
<p>Accelerate the progress of children whose parents were unable or unwilling to engage in remote learning.</p>	<p>Disadvantaged children in particular make rapid academic progress and are supported emotionally and mentally. Parental engagement and confidence is maximised through regular teacher contact.</p>

Teaching priorities for current academic year linked to 'catch up'

Aim	Target	Target date	Costing
<p>High quality teaching provision for all children with a particular focus on vulnerable year groups and cohorts.</p> <p>All children will catch up quickly and the majority will reach at least age related expectations by the end of the school year.</p> <p>Children will enjoy learning.</p>	<ul style="list-style-type: none"> - The majority of children will make at least expected progress this year. Many children will make accelerated progress in order to catch up and reach or exceed age related expectations. - An ambitious and creative curriculum will engage all children and support their progression. 	<p>Termly review of summative data.</p> <p>Four weekly monitoring of books (SLT and/or Subject Leaders).</p>	
<p>Teachers will systematically revisit the most important objectives from the previous year (s) to secure the foundations for new learning.</p>	<ul style="list-style-type: none"> - Planning show that teachers are revisiting key objectives systematically. - Slides show that pupils' knowledge and skills are strengthened through a process of forgetting to remember. - Afternoon lesson teaching will reinforce key skills in a different context. 	<p>Regular planning and slide monitoring (phase leaders every 3 weeks).</p>	
<p>Teachers will assess the children accurately in order to target gaps in their learning.</p>	<ul style="list-style-type: none"> - Highlight key objectives in the maths, writing and reading frameworks that are fundamental for rapid catch up. 	<p>September 2020</p>	

	<ul style="list-style-type: none"> - Teachers use the revised assessment frameworks accurately and effectively. - Moderate assessment information at least termly. - Support accurate summative assessment through the purchase of quality resources and the provision of targeted INSET. 	<p>Termly</p> <p>At least termly, but also during all book scrutiny.</p> <p>Termly.</p>	
<p>Gaps in learning will be promptly targeted within lessons through whole class, small group and individual teaching</p>	<ul style="list-style-type: none"> - Distribute additional skilled adults to classes where the need is greatest. - Ensure that additional adults are available at the right time for structured support (manage additional hours). 	<p>A process of continual review following summative assessment.</p>	
<p>Teachers and the Senior Leadership Team will communicate with parents very effectively.</p>	<ul style="list-style-type: none"> - Teachers share information about children’s learning gaps in parents’ evening consultation meetings. They are well prepared for these meetings. - Use Google Classroom to maintain a dialogue with parents and gain their support. - Regular telephone contact with parents who cannot access technology. - Knowledge organisers are shared with parents. - The curriculum overviews, rationale and progression documents are prominent on 	<p>Termly</p> <p>Regular monitoring and review by DHT (4 weekly).</p> <p>Half-termly telephone calls. Positive note contact.</p> <p>September 2020.</p>	

	<p>the website and easy to locate. They reflect current priorities.</p> <ul style="list-style-type: none"> - Newsletters reflect our priorities for catch up. A PSHE and reading newsletter are published termly. - Implement new processes to share pupil work with parents (Google Meet Recordings and Vimeo). 	<p>Termly.</p> <p>At least termly.</p>	
<p>Teachers will use assessment for learning strategies.</p>	<ul style="list-style-type: none"> - Deliver staff INSET on a range of assessment for learning strategies. - Regular reminders given and the strategies are visible around the school. - Lesson observations check on this and feedback prioritises improvement. 	<p>September 2020</p> <p>Ongoing observations and learning walks.</p>	
<p>Immediate remote learning will support the learning of children who are self-isolating.</p>	<ul style="list-style-type: none"> - Work is set by midday on the first day of remote schooling. The office team understand the protocols. - Immediately provide a full curriculum offer to avoid pupils falling further behind. - Follow the school marking and feedback policy to support immediate improvement. 	<p>October 2020.</p> <p>October 2020.</p>	
<p>The remote learning curriculum offer is enhanced in order to provide very high quality remote</p>	<ul style="list-style-type: none"> - The remote learning policy clearly communicates our high expectations for all pupils. 	<p>September 2020.</p> <p>FGB approval</p> <p>November 2020.</p>	

<p>teaching and emotional support.</p> <p><i>*Reference our Remote Learning Protocols on the website</i></p>	<ul style="list-style-type: none"> - Teachers are equipped with the skills to deliver high quality remote learning. - The technology is in place to support and enhance learning. 	<p>Ongoing training to enhance skills and understanding.</p> <p>Ongoing technology updates based on the latest information from HFL.</p>	
<p>Class assemblies are focussed on Killigrew Values and maximising the development of positive pupil emotional and mental health strategies.</p>	<ul style="list-style-type: none"> - A weekly assembly is recorded and shared by the HT, the DHT and the school Mental Health and Wellbeing Lead. - Teachers teach a PSHE assembly every week as well as weekly PSHE lessons. - The new Jigsaw scheme is implemented, observed in practice and evaluated. 	<p>September 2020.</p> <p>From September 2020.</p> <p>From Autumn 2.</p>	

Targeted academic support for current academic year

What we are doing:	How we are measuring the effect:	Costing
<p>Identifying children who have made less than expected progress through book scrutiny and data review.</p> <p>Prioritising children through a three point system: below age related attainment, slow or no progress prior to lockdown, little or inconsistent engagement in remote teaching during lockdown.</p>	<p>Tracking pupils within a regularly reviewed intervention and evaluating outcomes through pupil interviews, book reviews and summative data analysis.</p>	
<p>Utilising the experience of our SENCO to support vulnerable children with additional need.</p> <p>Placing additional resource for SEN support and tracking.</p>	<p>Tracking pupils within a regularly reviewed intervention and evaluating outcomes through pupil interviews, pupil observation, book reviews and summative data analysis.</p> <p>Allocating an extra day every fortnight for SEN support. Focusing a leadership project</p>	

	outcome on enhancing the progress & attainment of pupils with an SEN.	
<p>Personalising small group interventions in order to address individual learning needs and maintain a broad and balanced curriculum offer.</p> <p>Maximising the time available for these (including before school, lunchtime and after school sessions).</p>	<p>Monitoring outcomes through observation and book reviews. Regular observations to improve teaching quality.</p> <p>The DHT writes the interventions so that they are personal to the children's needs. She has trained an HLTA to record a voice over for these interventions to support home learning.</p>	
<p>Running one to one tutoring sessions (with school staff) to support academic catch up, but also provide social and emotional support.</p> <p>Ensuring that all sessions end in a mindfulness activity, providing time to talk and reflect.</p>	<p>Measuring outcomes through summative data analysis and pupil voice.</p>	
<p>Enhancing immediate feedback opportunities through the placement of additional teaching capacity in vulnerable classes.</p>	<p>Tracking progress through termly data analysis, lesson observations and book reviews.</p>	
<p>Communicating more with the parents of children who need targeted academic support.</p> <p>Sending letters home indicating the intervention objectives.</p>	<p>Monitoring their engagement with Google Classroom. Talking to the children about how their learning continues at home.</p>	
<p>Using the National Tutoring Programme to improve outcomes for vulnerable children through using 'in person' tutoring (following a process of cost comparison).</p>	<p>Communicating with tutors. Providing baseline assessment information. Measuring the outcomes at the end of the tutoring programme.</p>	
<p>Main Barriers</p> <ul style="list-style-type: none"> ○ Teachers are balancing the need to catch up on the previous year's learning, whilst also moving onto the current year's content as quickly as possible. ○ More vulnerable children may have less opportunity to learn (and talk) with an adult outside school. ○ In class, opportunities for immediate and detailed one to one teacher feedback are limited. 		

Wider strategies for current academic year

What we are doing:	How we are measuring the effect:	Costing
Enhancing cultural capital through virtual curriculum enrichment (when offsite learning opportunities are limited).	Monitoring how many virtual opportunities each class is getting to enrich the curriculum. Exploring high quality opportunities for enrichment.	
Ensuring that physical education remains a priority and that all children are keeping fit and healthy.	Monitoring PE plans (particularly short term alterations to curriculum provision). Providing additional opportunities to keep fit through homework and themed events like the Reindeer Run. Conducting pupil voice.	
Ensuring our curriculum is broad and balanced, including themed days and events.	Monitoring planning, teaching and curriculum outcomes. Sharing best practice.	
<p>Main Barriers</p> <ul style="list-style-type: none"> ○ There are many virtual learning opportunities available online, but these vary in quality and also can be costly. The security of the remote access platform is also an important consideration. ○ The PE leader needs additional release time to amend the PE plans and ensure that equipment is safe to use (based on our risk assessment). ○ Themed days need to be COVID secure and come with a cost. This cost would usually be funded by the PTA. 		

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching & Targeted Support	Teachers are balancing the need to catch up on the previous year or years' learning, whilst also moving onto the current year's content as quickly as possible.	Provide continued support with this, particularly following book scrutiny and summative assessment. Focus on targeted children's progress, so that the SLT can help teachers consider different ways overcome obstacles. Through delivering additional personalised interventions, children can catch up quickly.
	More vulnerable children may have less opportunity to learn (and talk) with an adult outside school	A one to one approach works best to improve academic outcomes and provide emotional support. However, this is costly for both time and resource. Additional adults need to have time to do both, and feedback to the class teacher and parent.

	In class, opportunities for immediate and detailed one to one teacher feedback are limited.	By providing teaching in smaller class sizes, areas for development are immediately addressed within the lesson. Misconceptions are minimised through early intervention.
Wider strategies	<p>Quality, cost and security of virtual learning opportunities.</p> <p>Amendments needed to the PE planning and opportunities for additional exercise need to be maximised.</p> <p>Cost and safety of themed curriculum enrichment days. PTA events are not taking place in their usual frequency so additional funding is required.</p>	<p>Additional cost managed through the use of catch up funding. Phase leader check the security and quality of virtual learning opportunities.</p> <p>PE leader is reviewing all plans and supporting their implementation. Her release is partially funded by the catch up funding.</p> <p>Additional cost managed through the use of catch up funding. COVID safe risk assessment.</p>