Catch Up Strategy Statement

1. Summary information					
School	Alexandra Infants' School				
Academic Year	2020/21	**Total Catch Up budget**	£11120	**Total number of pupils N-Y2**	173

Desired outcomes *(Desired outcomes and how they will be measured)*		**Success criteria**
A.	Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school in remote/blended teaching strategies. (Key focus on Reading, writing, maths and science.)	For all pupils to make good progress and identified groups to make accelerated progress from 2020 – 21 baseline teacher assessment. (Updated in line with lockdown 3, further baseline assessment of pupils on return to school in March.) Outcomes at the end of EYFS/KS1 show that identified pupils (where appropriate) achieve Age Related Expectations. All other pupils continue to make good progress from baseline starting points to ensure age related expectations are achieved by the end of the next key stage.)
B.	Targeted academic support established across the school is in place.	Gaps are closing and learning which was lost has been identified and addressed leading to accelerated progress across the school. Same day interventions in place, clear entry and exit assessments to demonstrate impact.
C.	Wider strategies are used to address barriers to ensure success. Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching is an effective strategy to support learning.	Pupils transition back into school following any type of school absence (isolation, bubble closure, national lockdown) is successful and their social, emotional and mental health needs are supported. Curriculum provides additional PSHCE opportunities to support pupils social, emotional and mental health needs following the Covid related school closures.

Planned expenditure					
Teaching					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school.	A contingency plan is put in place to ensure the school has the capacity to offer immediate remote education to accommodate pupils in the event of further local lockdowns or school closures. Leaders connect with staff to find out how they are and how they are coping during the time of remote learning. (Daily feedback to SLT) Information gathered about what staff actually need to help them - Leaders and staff inspire and share. Time available for staff to share and consolidate, to show case and celebrate teacher work. Teachers have the support they need to keep learning as skills will evolve quickly in this area enabling teachers to adapt. Professional learning – MAT2MAT support and NGT networks. External: White Rose Maths training to refresh quality first teaching strategies and support remote learning.	EEF guide to support remote learning for effective teaching for all. EEF COVID 19 guide research guide which identifies actions which have been proven and has been complied by drawing on a wide range evidence from research and resources.	CPD undertaken by all teachers and support staff to introduce a remote learning plan depending on the situation e.g. isolation, bubble closure, national lockdown. Peer support model implemented in school, across the Trust and MAT to MAT. Work on the catch up curriculum with senior leaders is completed and teachers are prepared to deliver remotely. All children are prepared to access remote learning in all curriculum areas. During a school closure remote teaching is seamless from live classroom lessons to	**SLT**	Cycle of review for all area programmed for each half term.

Compile resources so that time can be efficiently managed. All teachers are confident at planning, preparing and delivering a catch up curriculum that accelerates pupil progress. This is clearly identified through missed learning opportunities due to closures and gaps demonstrated from current baselines. Further professional development to continue to develop skills in remote learning are identified and training is delivered as is needed. This is then implemented through a blended approach. Support from school to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, teachers, parents and pupils are provided with support, coaching and guidance to use online platforms, and any new forms of technology that are implemented.		remote learning ensuring a continuity in teaching and progress being made. A result of the support is that all teachers are prepared to deliver remote learning lessons of a high quality. Routine is beneficial to pupils and supports them in the management of their work and time. Frequent contact between pupils and teachers to give feedback and assess progress.	
<mark>Total budgeted cost:</mark> **£5560**			

ii. Targeted Academic Support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Targeted academic support is established and embedded across the school. Feedback is in place.	Structured interventions delivered by Teacher or support staff. - Small group tuition - One to one support - Effective deployment of Teaching Assistants - Reading interventions (Reading squad approach) - reciprocal reading - Same-day in-class intervention. Writing intervention – skill based focus to address gaps. Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent. Specific intervention programmes led by Teaching Assistants for identified pupils.	Use of EEF evidence base which includes the use of the following researched strategies- -interventions such as 1:1 and small group work. -Effective implementation ensuring sessions are explicitly linked to daily lessons -effective Interventions are maintained over a sustained period - effective feedback structures in place Interventions are carefully timetabled and staff are trained so that delivery is consistent.	Staff training Monitoring of lessons Assessments Review Monitoring indicates that gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school. A consistent approach to the development of reading, writing and maths is in place across the school with all staff using the essentials for the development and progress in these areas. Formative assessments are embedded in the teaching practice across the school and these are used consistently. Use of metacognition is embedded across the school	SLT	Cycle of review for all area programmed for each half term.
<mark>**Total budgeted cost:**</mark> **£3700**					

Wider Strategies					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Wider strategies are used to address barriers to ensure success across the school Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching is an effective strategy to support learning.	Ensure the most vulnerable pupils have priority access to classroom teaching and online materials including the technology needed for remote learning. Ensure pastoral contact home for disadvantaged students also identify barriers to engagement due to technology or a lack of other forms of support. Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching to be used as an effective strategy to support learning. - Increase parental engagement and provide support. Social and emotional learning: - Reinforcing behaviour routines – tracking clearly identified any pupils requiring personalised approach, (including those pupils needing support from Younger minds service.)	EEF Research guidance and EEF COVID 19 Guidance. EEF behaviour Guidance. Technology for online learning Records of pupils ACEs enable the school to act appropriately on an individual basis.	Ensure appropriate remote learning technology is in place to ensure remote learning for children when needed. Behaviour is monitored across the school and at various points e.g. break, lunch. Behaviour, social and educational support in place for all identified children.	SLT	Cycle of review for all area programmed for each half term.

-PHSE focused curriculum upon return to school to support transition of children's well-being back into the routines of school. -PHSE plans followed on a weekly basis. (Link to physical well-being and opportunities e.g. new Muga installation through use of sports premium.) -Assembly times used as an opportunity to teach skills for effective learning, e.g. resilience, perseverance, determination. FSW to work with attendance lead in school. (During lockdown – engagement)	

Total budgeted cost: £1860