

Gillespie Primary School: Summary of Catch-Up Strategy

School information			
School	Gillespie Primary		
Academic Year	2020-2021	Catch-Up Funding Received 2020-21 £16,560 (estimate)	Paid in three tranches Autumn - £4,829.31 Spring - £4,831.38 Summer - £6,899.31
Total number of pupils	210 (reception – year 6)	20% Pupil Premium	
Contextual Information			
<p>Gillespie is a one-form entry inner city primary school with currently 229 pupils on roll.</p> <ul style="list-style-type: none"> • About 20% of pupils are pupil premium having been eligible for free school meals any time in the last six years. Currently we have on roll 17% who are receiving free school meals. • Presently there are 29 different languages spoken at Gillespie with 39% of pupils having English as an additional language. • 21% of pupils have been identified as having a special educational need. We currently have 10 pupils with Education Health Care plans on roll, which is higher than the average one form entry school. <p>The last summative assessments for pupils were made in February 2020 before school closure on 23rd March. New base line assessments have been used, alongside formative assessment strategies in daily lessons to assess where pupils are in terms of their attainment and to help provide a baseline for going forwards. We want to be able to identify gaps in learning and support pupils that have fallen behind and may be likely to benefit from Catch-Up support and intervention over and above quality first teaching. The progress of all pupils is considered carefully and where any pupils have fallen behind and/or where they have been adversely affected by the school closure, targeted teaching interventions are being implemented to support them to catch up and to make the best possible progress. The Government has made funding available for schools to put additional Catch-Up support in place for this year, 2020-2021. This funding sits alongside the pupil premium grant Gillespie receives. Gillespie is estimated to get £16,560 of Catch-Up funding which is to be paid in three tranches, one each term. This is £80 per pupil in Reception to Year 6. This money is to be targeted specifically at those pupils needing most support.</p>			

Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

A.	To accelerate progress and raise attainment of all pupils and in particular upper KS2 in reading, writing and maths through both quality first teaching and additional carefully structured targeted support.
B.	To enhance and develop the oral language skills of pupils in the reception class through the delivery of the Nuffield Early Language Intervention (NELI).
C.	To keep a central focus on pupil's emotional health and well-being in order for them to re-engage positively with learning, and rebuild social interaction with their peers and school staff.

Summary of Expected Outcomes

A.	All pupils including disadvantaged make good or better progress by summer 2021 reducing the long-term impact created by COVID-19 school closures. By summer 2021 most pupils are doing as well as expected and have caught up.
B.	Most pupils in the reception class achieve a good level of development by summer 2021 and demonstrate confidence and skills in expressing themselves through communicating with others.
C.	Pupils succeed at school and this impacts positively on their mental health and well-being.

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)
Priorities 1/2/3/4 all supported through strand 1							
Supporting great teaching	<ul style="list-style-type: none"> First 4 weeks in school to support children's recovery, all classes to focus on whole school writing/art project around the text 'Rain before Rainbows' by Smriti Prasad-Halls. Project supports pupils' well-being, allowing them time to reflect and share experiences during closure. Theme of story is 'Hope and optimism'. Staff meetings for training & support throughout year to continue focusing on curriculum development, building on work started last year, ensuring the curriculum is rich, engaging, and fit for purpose. A continuing strong emphasis on quality first teaching supported by evidence informed CPD. Teachers continue to integrate formative assessment strategies into daily lessons and draw on the principles of instruction (source: Rosenshine) Curriculum 'essentials' i.e. key knowledge and concepts for reading, writing and maths identified and taught & revisited across wider curriculum subjects. Whole class reading approach in KS2 underpinned by clearly defined formative assessment practices. Ongoing quality music lessons (socially distanced) support pupils well-being 	All pupils – Nursery to Y6	<p>Pupils settle quickly back into routines and are emotionally settled and feel secure at school. They quickly re-establish friendships with peers and reconnect with significant adults in school.</p> <p>Reduced anxiety about returning to school.</p> <p>Pupils able to reflect (age appropriate) positively on recent experiences e.g. closure, to support them moving forward.</p> <p>Pupils enjoy learning through experiencing a rich, relevant & engaging curriculum.</p> <p>Quality daily teaching supports all pupils to make the best progress they can. Pupils able to rehearse and retrieve prior learning and to build up stamina again for learning in class.</p> <p>Pupils are able to remember key knowledge and concepts.</p>	<p>Subject leads & SLT</p> <p>Class teachers</p>	<p>Work from project to be shared in yearbook and in newsletters to parents.</p> <p>How Pupils respond to being back in school monitored carefully and shared discussions had by teachers.</p> <p>Head teacher to resume cycle of lesson observations, observing teaching and learning in classrooms then feeding back strengths and areas for development to teachers.</p> <p>Resume ongoing termly cycle of subject leader monitoring and 'book looks' to observe and monitor quality of teaching and learning/ Feedback to teachers.</p> <p>Ongoing assessments and tracking of pupils across the year as well as SATs results</p>		
Pupil assessment & Feedback	<ul style="list-style-type: none"> Teachers to track sample children across the year for reading, writing and maths and use to benchmark others Assessment week each term in 2020-2021 	Range of children in each class	Gaps in learning identified and quickly addressed supporting pupils to make the best possible progress.	SLT (HT, DH, AHT)	Analysis of assessment data each term and pupil progress meetings to share and discuss pupil progress and attainment.	Oxford National Curriculum tests	

	<ul style="list-style-type: none"> Autumn term baseline standardised tests in maths, and reading and a writing assessment is used to identify pupils in need of additional Catch-Up support. Assessments to inform planning and teaching support going forward. Pupil progress meetings each term to discuss pupils' progress and further appropriate support needed. Year 2 class to take phonics check in autumn 2 Termly inclusion meetings timetabled to discuss teachers' concerns in relation to any pupils emotional health, wellbeing and other barriers to learning (HT, DH, SENCO & other relevant professionals) SENCO establishing contact with outside agencies e.g. CAMHs school link to plan support going forward for pupils identified as needing more specialist help 		<p>Pupils benefit from targeted catch-up and tailored intervention and make good or better progress more in line with where they should be.</p> <p>Pupils' needs are identified and addressed in a timely way through considered targeted intervention.</p> <p>Early assessment of needs ensures that any barriers to learning are minimised and risks mitigated.</p>	Lyn Brett SENCO	Data presented and discussed at Governors learning Committee meetings.	(Standardised tests) purchased £400	
Transition support	<ul style="list-style-type: none"> Social stories for all classes sent home before full school opening, outlining key changes to school and routines (in words and pictures) 'Meet the teacher' early autumn term Transition support tailored carefully for some pupils supported by SENCO (e.g. remote meetings before returning to school, phased return) Strengthen regular and supportive communication with parents to increase attendance and engagement with learning Remote parent consultation meetings early autumn term 	<p>All pupils</p> <p>Nursery parents to Y6</p> <p>Individual SEN pupils</p>	<p>Pupils happier coming back to school knowing about changes and expectations and settle more quickly to the 'new normal'</p> <p>Parents clear as to school expectations for settling children back to school and for learning going forward. Parents able to ask questions and share concerns with teacher and Headteacher.</p> <p>Health and well-being improved and children able to attend school regularly. Learning outcomes improved. Excellent attendance across school.</p> <p>Parents work in partnership with school and support pupils learning at home.</p>	SENCO		Teachers feedback to Senior Leadership Team (SLT) re: parent consultations and feedback to SLT also received more informally from parents	
Cost - Sub-totals						£400	
Total budgeted cost for Strand 1						£400	

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)
Priority 1 & 2 –targeted support for disadvantaged pupils and those who have fallen behind Priority 4 – Investing in elements linked to teaching and whole school strategies supporting school to deliver small group and 1: 1 sessions							
1:1 and small group tuition	<ul style="list-style-type: none"> Two additional teacher days a week for 30 weeks for delivering support and facilitating additional time for class teachers to undertake targeted interventions <p>Megan Begley:</p> <ul style="list-style-type: none"> 30 mins 4x weekly supporting Y6 readers (1:2) – 2 hours 45 mins 4x weekly releasing the class teacher to focus on targeted interventions – 3 hours <p>Orlando Clarkson</p> <ul style="list-style-type: none"> 1 hour weekly releasing Y2 teacher to focus on targeted reading interventions 45 minutes 1x weekly guided reading support with Y4 (1:4) 1.5 hours weekly releasing Y4 teacher to undertake targeted interventions 1.5 hours weekly releasing Y5 teacher to undertake targeted interventions <p><u>Additional targeted support from current school staff (funded from school budget)</u></p> <ul style="list-style-type: none"> Katrina parallel maths teaching 4x weekly with Y6 (1:5) Katrina parallel maths teaching 4x weekly with Y5 (1:4) Mark parallel maths teaching 4x weekly with Y6 (1:10) Mark guided reading support 4x weekly with Y5 (1:4) Lyn parallel English teaching 3x weekly with Y3 (1:6) 	<p>Groups in Y2, Y4, Y5 Y6</p> <p>Groups may change over time. Some pupils need a short boost/intervention whereas others need longer and more sustained support.</p> <p>Targeted interventions by class teachers with own pupils in the main will focus on writing during the autumn term.</p> <p>Groups in: Y6 Y5 Y6 Y5 Y3</p>	<p>All children to make the best possible progress by summer 2021 and to reduce the long-term impact on lost learning from school closures.</p> <p>Children (including disadvantaged) to make excellent progress and to reach expected Standard or better by end of KS2.</p>	<p>Megan Begley & Orlando Clarkson - 2 skilled teachers currently working part of the week in school and known to the pupils.</p> <p>class teachers</p> <p>Katrina Moses</p> <p>Mark Owen</p> <p>Lyn Brett</p>	<p>Peer evaluation and review of targeted interventions in professional development time (staff meetings).</p> <p>Through formative assessment and termly summative assessments of pupil progress.</p>		<p>£10,660 (30 weeks)</p>

	<ul style="list-style-type: none"> Lyn parallel English teaching (writing) 2x weekly with Y2 (1:6) Lyn parallel English (writing) 2x weekly with Y4 (1:5) Lyn writing support session 1 x weekly with Y5 (1:2) 	Y2 Y4 Y5					
Intervention programmes	<ul style="list-style-type: none"> Deliver NELI (Nuffield Early Language Intervention) a high quality, evidence based, 20-week programme designed to improve the oral language skills of reception age pupils and to overcome language difficulties. Timeline of action <ul style="list-style-type: none"> School to return Memorandum of Understanding (MOU) to DFE confirming participation in programme (Nov'2020) Language screen assessment carried out with all children in reception to identify those who could benefit most from the programme (Nov/Dec'2020) Michelle Dawkins (TA) & Emma Deering (CT) to enrol on <i>FutureLearn</i>, an online training platform (Dec'2020) Oxford University Press to deliver NELI resources to school (Dec'2020) for use during training. Michelle Dawkins to be released from class to undertake online training. The core training content will be 10 hours over a two-week period. (Jan'2021) Emma Deering to be released to do some online training supporting the work of Michelle in delivering NELI. NELI delivered to reception children over a 20-week period starting Jan/Feb 2021) to be completed by the end of the academic year. (June/July 2021) Follow-up Language Screen assessment with the children who received NELI to review their progress. (July 2021) Nursery teacher (Laura Ceccarelli) to undertake online training course (11 hours) – <i>'Speech & Language Support for</i> 	To be decided following Language screen assessment Training and resources delivered by EEF (Education Endowment Fund) and partners (OUP)	Marked improvement in oral language skills of pupil group through targeting vocabulary, narrative skills, active listening and phonological awareness. Intervention further supports longer-term progress in reading comprehension. NELI approaches to teaching and learning cascaded successfully by staff and pupils as the 'experts', sharing activities and games with the rest of the class enriching the language environment.	Reception teacher (Emma Deering) and TA (Michelle Dawkins)	Assessment of pupil language skills carried out before intervention (December/January) and after (July 2021) Through observation records and profile books and monitor against EYFS criteria (Development Matters & The Early Learning Goals at the end of reception.)	Cost met by the DFE Cover for assessment, training & delivery £800	

	3-5s' provided by Elklan. (Jan-March 2021) Training provides information and strategies to develop the communication skills of all young children but especially those with speech, language and communication needs.		Nursery children demonstrate enhanced communication skills supporting their language development moving forward	Nursery teacher			Elklan training £420+VAT	
Extended school time (before and after school)	All support work and interventions are undertaken during the school day. Timings are carefully managed to ensure that pupils are ready to learn and do not feel too exhausted.							
Cost - Sub-totals								£11,880
Total budgeted cost for Strand 2								£11,880

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)
Priority 3 –Investment in IT solutions e.g. remote learning policy to support targeted pupils (priority 1 & 2)							
Supporting parents and carers	<ul style="list-style-type: none"> Remote learning Policy to be agreed, implemented and shared with staff, pupils, governors and parents to support blended learning where necessary Advice sought from Katy Potts, borough consultant on effective remote Learning Three consecutive staff meetings early autumn to train teachers in the use of ‘Google classroom’ and to support implementation of a remote learning policy that supports a careful programme of teaching and learning more akin to the classroom. Planned computing lessons prioritised with classes to teach pupils how to use ‘Google classroom’ for their learning Teachers to set remote homework from autumn term using this platform, building up pupil/parent /teacher confidence Parent Information added to school website re: remote learning and ‘Google Classroom’ Teachers to regularly incorporate google classroom, videos and high quality online resources into lessons to familiarise pupils with how they are accessed and used. Develop a strategy for providing printed resources for pupils who do not always have suitable online access and also where parents are concerned about screen time Governors Teaching and Learning committee to explore schools approach to remote learning going forward and the remote learning policy Peer and subject leaders support teachers engaged in remote learning from home to facilitate a smooth process. 	Nursery to Y6	<p>Pupils able to have continuity of teaching and learning particularly in the core subjects of maths and English in circumstances where they cannot attend school for any reason, e.g. local lockdown, quarantine, self-isolation</p> <p>Pupils have access to high quality online and off-line resources and teaching videos that are linked closely to curriculum expectations</p> <p>Pupils enjoy engaging in meaningful remote activities that are well sequenced so that knowledge and skills are built incrementally and where clear explanations are provided of new content and teachers give regular feedback.</p>	<p>Mark (HT), Angela (Teacher working from home) & Sarah (computing lead)</p> <p>Class teachers</p>	<p>Subject leader (for computing) to monitor remote learning</p> <p>Governors to review and evaluate via Heads report to Governors at termly meetings</p>		

Access to technology	<ul style="list-style-type: none"> Parents surveyed by school re: pupil access to devices for home learning Y6 pupils (disadvantaged white British and those from Afro-Caribbean backgrounds eligible for Chrome books to keep at home with free WiFi access. Pupils given 3 hours of home learning materials a week set by a team in the borough to complete outside of school. Parents encouraged to use machines during the day when not being used by pupils. 15 additional iPads purchased for school and made available for daily use by Upper Key Stage 2 (Y4, Y5 & Y6) – top floor School to spend capital resources plus funds from FOG (Friends of Gillespie i.e. PTA) to purchase laptops for teachers to use at home to enhance efficient remote teaching from home as and when necessary. 	All classes & children	<ul style="list-style-type: none"> All pupils have devices and access & engage in home learning Barriers to pupil engagement in home learning are resolved quickly through regular contact with families. In school learning & Catch-Up enhanced through frequent access to iPads. 	SLT/Business Manager & SAO			£4500
Cost - Sub-totals							£4500
Total budgeted cost for Strand 3							£4500