



## Samuel Lucas JMI School – Catch-Up Strategy

**2020-2021**

School information			
Academic Year	2020 - 2021	Catch-Up Funding Received	£38,840
Total number of pupils	420	Total Cost	£38,840

Contextual Information
<p>During lockdown, high quality remote learning was accessible for all learners. This included daily teaching videos and regular online group feedback sessions. Weekly class assemblies gave opportunities for children to experience social contact and celebrate their successes. Whilst technology was available and all pupils had been using the technology through the autumn term, a small number of families received hard copies of the learning, delivered and collected weekly by staff. The monitoring of engagement for learning was carried out daily and direct contact with families was undertaken when necessary. 23% of children attended school during lockdown, 41 of those were SEND and vulnerable pupils, who benefitted from small group sessions. In addition, SEND pupils at home received personalised learning through the online platform; or regular 1:1 or small group support online.</p> <p>During the first three weeks upon returning to school, formative assessments were undertaken to identify those children who had missed or not fully accessed learning and to identify key skills and knowledge that hadn't been taught or embedded during lockdown.</p>

Summary of Key Priorities	
1.	Identified missed learning or learning that has not been consolidated or embedded, addressed through adapting planning and focusing on the needs of individual and groups of children.
2.	Organisation of targeted support for the summer term, ensuring staff have appropriate CPD, to have maximum impact.
3.	High quality teaching, provision and expectations ensure children are ready and prepared for their next year of learning.

Summary of Expected outcomes	
1.	Key concepts and skills are taught, revisited and can be applied by children in various contexts.
2.	Interventions, personalised learning and targeted support ensure children are back on track with their learning.
3.	Children are confident learners; they can talk about their learning and recall skills and knowledge they have learnt at our end of year outcomes. They are proud of their achievements.



Strand 1 – Teaching and Whole School Strategies					
Element of Strand	Action/Strategy	Targetting children	Expected Impact	Monitoring	Cost
Staff CPD	Staff to be fully supported in their roles by attending appropriate in house or external training.	All children	Staff feel confident in supporting pupils to get 'Back on Track'. Staff are equipped with formative and assessment for learning strategies to identify current understanding and next steps for learning.	SLT, subject leaders. Phase leader feedback at SLT meetings.	£1250
Quality first teaching	Regular fluency sessions in place to revisit and consolidate previous learning. At the beginning of each lesson/unit of work, recap on previous learning to ensure children see their learning in context within the sequence. Explicit teaching of skills and discussion about learning. As part of assessment for learning, effective questioning during lessons to make timely interventions or adaptations to the lesson. The spiral curriculum to be monitored to ensure key concepts are regularly revisited.	All children	By revisiting key concepts, learning is embedded and secure. Children catch up and are ready for the next stage of their learning.	Subject leader and governor monitoring. Weekly phase leader feedback to SLT. Observations and talking to children.	
Children learn and remember more	Opportunities for: <ul style="list-style-type: none"> <li>children to talk for learning within the curriculum.</li> <li>more collaborative learning and exploration of new concepts.</li> </ul>	All children	Children can recall key concepts, skills and knowledge and confidently share their learning outcomes with others. Children enjoy their learning.	Subject leader monitor evidence of recordings and assessment. Talk to children about their learning.	



	<ul style="list-style-type: none"> <li>developing subject specific vocabulary.</li> </ul>				
Reading	<p>Tailored approached to whole class reading with the emphasis on vocabulary and reading skills such as summarising.</p> <p>Use assessment for learning strategies to quickly identify and address barriers for learning.</p> <p>Daily reading opportunities revisiting key concepts.</p> <p>Purchase new text types to engage readers.</p>	All children	Confident readers meet end of year expectations.	Subject leader monitoring. Phase leader feedback.	£1500
Writing	<p>Weekly creative, independent writing opportunities – to perform or be read by others.</p> <p>Collaborative writing opportunities, exploring vocabulary.</p> <p>Modelling and sharing writing.</p> <p>Timely assessment followed by focused direct feedback.</p>	All children	Increase stamina and enjoyment of reading and writing. Children make rapid progress.	Subject leader monitoring. Phase leader feedback.	

Strand 2 : Targeted support					
Element of Strand	Action/Strategy	Targeted children	Expected Impact	Monitoring	Cost



Access to our broad and balanced curriculum.	Assessment for learning strategies used to assess pupils' learning. Learning is captured during the lesson through observations and recording evidence. To remove the barrier for learning to allow children to build on skills and knowledge across all subjects.	Children who may have difficulty accessing the curriculum.	All children have opportunities to show strengths and achieve success across the curriculum. Children are proud of their achievements and self-esteem is raised.	Subject leader monitoring. INCo monitoring. Phase leader feedback	Extra staffing for targeted support £36,990
Reading	Reading fluency Additional teaching support within the class.	For those children who the school have identified in need of support	For children to have reached the expected standard in reading. Children are proud of their successes.	Weekly SLT, phase leader meetings. Observation	
Writing	Identify groups of children who need support to increase quality and independence with writing. Focus on vocabulary, sentence structure and presentation within the classroom. An additional teacher to support within the classroom to identify gaps or misconceptions as they arise and give support where needed.	Group target children	All children to be able to access the learning. Children remain in the classroom but Writing stamina has improved and writing is presented neatly. The quality of writing is at least of the expected standard. Children are proud of their successes.	Planning and work scrutiny. Observations. Phase leader feedback. Pupil voice.	
Maths	Identify children who need support with number skills. Focus on place value and application of knowledge. Additional teaching support within the class	Group target children	These children will understand how to apply knowledge and use resources successfully.	Subject leader and SLT. Pupil voice	



<b>Strand 3 : Children's health and well being</b>					
<b>Element of Strand</b>	<b>Action/Strategy</b>	<b>Targeting children</b>	<b>Expected Impact</b>	<b>Monitoring</b>	<b>Cost</b>
Early Years – Healthy eating	<p>Weekly tasting sessions of a range of healthy food for children to try.</p> <p>Children use their senses and talk about the food.</p> <p>The children help to prepare the food.</p>	All children	Children will be more confident in trying and eating healthy food that is less familiar to them.	Early Years leader Midday supervisors	£100
PSHE curriculum	The PSHE curriculum has been adapted for the summer term to give children opportunities to reflect on lockdown and their feelings and build on positive relationships. The focus will be on resilience and emotional wellbeing.	All children Vulnerable children	Children's emotional needs will be addressed and support given. Children will have time to reconnect and build on relationships with their friends.	PSE leads	
Physical Activity Enrichment provision –	<p>Weekly outdoor activities arranged for whole school engagement.</p> <p>Resources purchased.</p> <p>Opportunities for children to plan and lead activities.</p> <p>Staff to respond to interests of the children.</p>	All children	<p>Reconnect children with each other.</p> <p>Children have access to a range of activities they may not have access to elsewhere.</p> <p>To spark an interest in activities/sports that could be pursued out of school.</p> <p>Children have a deeper understanding of the benefits of physical activity.</p>	PE leader SLT	£500

