

CATCH -UP STRATEGY 2020-2021

EXETER A LEARNING COMMUNITY



1. Contextual Information

Academic Year	2020-2021		Date:		October 2020
Number of Pupils on Roll (September 2020)	515 (491 on funding)	Total Catch up Budget:	£39,280	Termly Impact Review:	December 2020

The IFtL Ethos and vision

Across IFtL, we are committed to respond effectively and flexibly to the unprecedented pandemic of 2020. Striving for excellence for all, we are resolute in our ambition to overcome the additional barriers presented. We are strong, energetic and unafraid with a united sense of purpose. No barrier or problem will be too great and together we will commit to achieve our priorities for all children and our adults, with no exception. In our Trust, we are never alone. We know we are stronger together – responsible, resilient and innovative, ensuring IFtL is a fulfilling community and is a ‘A great place to be.’

Strategic Vision: Overall Impact and Outcomes 2021

Our vision will be achieved through the following six key strategic priorities:

- **Priority 1:** Ensuring all pupils make ambitious progress to catch up, close gaps and achieve their potential.
- **Priority 2:** Ensuring a purposeful, inspiring and engaging recovery curriculum enabling children to catch up whilst nurturing their interests and talents.
- **Priority 3:** Ensuring the continuous development of excellent provision and practice.
- **Priority 4:** Ensuring talented, unwavering, and pioneering system leadership for us to be leaders in education.
- **Priority 5:** Ensuring that we nurture a safe, secure and engaging environment in which we all thrive.
- **Priority 6:** Ensuring that we grow financial sustainability.

Links to School RIP/ SSP:

Teaching and learning
Outcomes for all
Personal well-being

2. Key attainment data

Reported Data Aspect		On Track/ Achieved			
		End of Spring 2020	Baseline September 2020	Prediction July 2021/	July 2021 Achieved
GLD		31/60 51%	27/56 48%	35/56 63%	
Phonics (phonic check or equivalent)	Year one	60%	17%	80%	
	Year two	37.5%	44%	75%	
KS1 reading, writing, maths, EGPS (Mocks/ Cornerstones) <ul style="list-style-type: none"> • Spring data is for those children in academic year 2019-2020 • Baseline for those children in academic year 2020-2021 	Reading	31% TA 32% CS	16 chn 30%	31 chn 55%	
	Writing	26% TA	17 chn 31%	29 chn 54%	
	Maths	34% TA 32% CS	18 chn 33%	27 chn 50%	
	EGPS	35%			
KS2 reading, writing, maths, EGPS (Mocks/ Cornerstones)	Reading	44% TA 40% CS	19 chn 28%	46 chn 70%	
	Writing	31% TA	18 chn 27%	49 chn 74%	
	Maths	45% TA 43% CS	32 chn 48%	45 chn 68%	
	EGPS	54% CS			

3. Whole school gaps, trends in date and priority areas

- Gaps in learning – Maths, Reading and Writing incl Grammar
- Teacher access to and knowledge of IT / application to blended learning
- Well-being and on track attendance

4. Desired outcomes

Desired outcomes and how they will be measured	Success criteria
<ul style="list-style-type: none"> Assessment used to identify gaps or missed learning due to extended closure during lockdown. Teachers use this information to plan subsequent lessons and identify targeted interventions needed to close the gaps 	<ul style="list-style-type: none"> Pupils complete assessment in R,W, M, Phonics and spelling Gaps in learning are identified and addressed through Quality First Teaching and interventions. Pupils on track to meet the individual targets by the end of 20/21 academic year.
<ul style="list-style-type: none"> Remote learning can be accessed at point of need, ensure that, where possible, all pupils have access to digital technology. 	<ul style="list-style-type: none"> Pupils will be able to access remote learning at point of need during self-isolation or further local / national lockdowns.
<ul style="list-style-type: none"> A bespoke curriculum is in place and ensures that transition between remote and school-based learning supports pupil well-being and re-development of appropriate pro-social skills. 	<ul style="list-style-type: none"> Wellbeing is actively monitored by class teacher and well-being team. Pupils have accessed materials during transition back to school as whole school focus.
<ul style="list-style-type: none"> Improved engagement and attendance of Pupil Premium and other vulnerable groups. 	<ul style="list-style-type: none"> Safeguarding / SEND support in place and available in school and in the event of partial closures. Attendance in line with or above school target (96%)

5. Impact Towards Long Term Outcomes 2020-2021

Autumn 2020 - Milestones	Spring 2021- Milestones	Summer 2021- Milestones
<p>Teacher-led tuition has taken place for all year groups/ Teacher-led interventions have targeted gaps in knowledge. CPD for whole staff undertaken. Bespoke support for identified teachers and TAs Two data drops / pupil progress meetings with analysis for education support and impact.</p>	<p>Teacher-led tuition has taken place for all year groups/ Teacher-led interventions have targeted gaps in knowledge. CPD for whole staff undertaken. Bespoke support for identified teachers and TAs One data drops / pupil progress meeting with analysis for education support and impact.</p>	<p>Teacher-led tuition has taken place for all year groups/ Teacher-led interventions have targeted gaps in knowledge. CPD for whole staff undertaken. Bespoke support for identified teachers and TAs One Two data drops / pupil progress meetings with analysis for education support and impact.</p>

1. Planned expenditure

Academic year

September 2020 to July 2021

The three headings below enable schools to demonstrate how they are using the catch-up fund to improve quality first teaching including classroom pedagogy, providing targeted support and support whole school strategies.

Tier 1: Raising quality first teaching for all children.

Provide high quality teaching and learning to enable all children to accelerate progress and catch up.

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?
Use assessment to identify gaps or missed learning due to extended closures during lockdown (Use of Otrack to analyse data and gather and identify next steps)	<ul style="list-style-type: none"> Effective diagnostic assessment for all pupils to identify gaps and impact of COVID-19 Recovery curriculum- identify and teaching to the gaps 	<ul style="list-style-type: none"> To identify what learning has been forgotten due to extended absence from the classroom and material that hasn't been embedded in long term memory. To track children's progress and gaps in knowledge effectively so that teachers can ensure they teach effectively to increase progress and SLT / MLT have a clear understanding of the progress of the year groups. 	<ul style="list-style-type: none"> Staff to compile assessment data to share with SLT Pupil Progress meetings 	MLT JJ	Half-termly in line with the IFtL Assessment calendar.
To simplify the curriculum offer to ensure time is allocated to core subjects.	<ul style="list-style-type: none"> Focus on core subjects 	<ul style="list-style-type: none"> Baseline data had shown an decline in knowledge of the core subjects. Spring 2 and Summer term content has been missed (by some) and will need to be prioritised in order to close gaps. 	<ul style="list-style-type: none"> Core focus on staff training Release of core leaders to support live lessons Use of white raise for Maths SLT to deliver lesson study to raise standards in teaching and learning 	MS JJ	Half-termly
Proposed Cost:					15,000

Tier 2. Targeting support, group and bespoke level, for identified low achieving children and/or those struggling to make accelerated progress including the more-able children.

Provide high quality targeted support to enable all children to perform in line with their peers and make good progress.

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?
To close the educational gaps in knowledge	<ul style="list-style-type: none"> Teacher-led interventions 	<ul style="list-style-type: none"> Class teachers have a relationship with their children plus analysis of ongoing data provides a good grounding to identify gaps in knowledge and teach to these. 	<ul style="list-style-type: none"> Use of assessment systems to track progress of groups being made. Drop-ins from phase leaders to monitor and support where identified. Cover supervisor's timetables to cover the remainder of the class. 	HM KM MS	Half termly
To close the educational gaps in knowledge	<ul style="list-style-type: none"> Teacher-led group tuition after school 	<ul style="list-style-type: none"> Class teachers have a relationship with their children plus analysis of ongoing data provides a good grounding to identify gaps in knowledge and teach to these. 	<ul style="list-style-type: none"> Use of assessment systems to track progress of groups being made. Registers of pupils attendance. Baseline assessment and end of block assessment Rag rated. 	HM KM MS JJ	Half termly
To close the educational gaps in knowledge	<ul style="list-style-type: none"> Targeted bespoke support for identified teachers 	<ul style="list-style-type: none"> Following lesson visits, 1:1 plans to work with staff to deepen their knowledge on key core subject knowledge/ 	<ul style="list-style-type: none"> Performance management meetings Notes from support programme Use of assessment systems to track progress of groups being made. 	JE JJ MS PS	Half termly
To close the educational gaps in knowledge	<ul style="list-style-type: none"> Additional teachers non-class 	<ul style="list-style-type: none"> Smaller class sizes / intervention groups will allow rapid progress to close the gap in learning 	<ul style="list-style-type: none"> Use of assessment systems to track progress of groups being made. 	MS JE JJ	Half termly

	based to support phases		<ul style="list-style-type: none"> Drop-ins from phase leaders to monitor and support where identified. 		
Proposed Cost					12500.00
<p><u>Tier 3 Wider curriculum and school offer impacting on children’s development and learning.</u> <i>Provide high quality enrichment, SMSC and cultural capital activities to support all children’s well-being to promote all areas of development. .</i></p>					
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?
To improve the emotional well-being of the children so that they are able to access learning in the mainstream classroom	<ul style="list-style-type: none"> Introduction of the Passport to Success 	<ul style="list-style-type: none"> For some children, they did not attend school for 6 months due to the lockdown, therefore they will need to re-engage with school life. Positive praise has proved most powerful for us to develop behaviours for learning. The Passport to Success focuses on the positives from learning. 	<ul style="list-style-type: none"> Training and support for staff. Weekly assemblies timetabled to support implementation. Raising profile around the school with spotlight tours to monitor Trackit points which feed into the Passports. 	Phase leads SG team JD	Half termly
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	<ul style="list-style-type: none"> Parental tech support –packages created to ensure that parents are able to access online learning materials – targeted support with devices Devices provided to support those pupils who do not 	<ul style="list-style-type: none"> Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full time teacher. 	<ul style="list-style-type: none"> Weekly phone calls to parents and child to identify training needs, device requirements and ensure that they are acquired. Monitoring by SLT 	Phase leads SG team	Half termly (or more often when support in place)

	have access to devices at home				
Engaging children and families so they are invested in improved engagement with attendance and learning at school and at home	<ul style="list-style-type: none"> Well-being team / SG team time focused on support needs of children and families. Early intervention where lack of engagement / dropping attendance, using supportive tiered approach. 	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full time teacher.	<ul style="list-style-type: none"> Monitoring of attendance by Attendance officer & liaison phase leads 	Phase leads Attendance lead SG team	Attendance reviews half termly (more often where concerns identified)
Proposed Cost					12000.00