

South Hill Primary School - Summary of Catch up Strategy 2020-2021

School Information			
School	South Hill Primary School		
Academic Year	2020/2021	Catch-Up Funding 2020-2021	£33, 280
Total number of pupils	412	Number of Disadvantage pupils	73

Contextual
At South Hill School, a number of families required support during Lockdown with food, education and mental health support. Asynchronous/online learning was offered to all pupils but some pupils accessed delivered paper copies of work. Fortnightly welfare checks took place as well as a small amount of home visits. Post Covid, a survey was conducted for pupil's staff and parents which enabled us to adapt our remote offer and devise a plan for catch up funding.

Summary of Key Priorities (related to overcoming challenges for pupils)	
A.	Ensure pupils are baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped and regularly reviewed and interventions to show impact whole class.
B.	Rapid and consistent catch up that allows pupils to access the curriculum for their key stage/year group to support.
C.	Ensure access for all by ensuring all families are able to access remote learning

Summary of Expected Outcomes	
A.	Pupils are happy to return and settle back to school into new routines and follow behaviour expectations as well as attainment raised from starting points.
B.	Children in targeted year groups are supported to close any gaps through targeted intervention. The school expects to guide pupils to where outcomes are broadly in line with previous years.
C.	In view of a future lockdown or bubble lockdown, all children will be able to access home learning.

Tier 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
Transition Support	Additional transition time - 2 weeks, 2 days for EYFS.	Across all classes	Impact on the mental health of our pupils and support their transition in feeling more comfortable in their new setting. Time for staff to build relationships to support positive learning journeys.	EYFS lead	Learning Walks, Pupil Voice Attendance Tracking Individual support plans	£100 National superhero book scheme
	2 weeks, transition for whole school on return.	Across all classes		Teachers		
	Tailored PSHE scheme – Post Covid. (Emotions Post Covid 2 weeks and then Superheroes)	Across all classes		PSHE Lead		

	Individual Risk Management Plans (IRMP) updated and generated for specific pupils. The Zones of regulation	Individuals requiring additional support. Across all classes but also specific to individuals requiring additional support.		Inco/Teachers Inco		
Supporting good teaching – Back on Track Curriculum	Continual and focused Teaching and Learning monitoring programme. Monitoring focused on key priorities. Training and CPD for staff to be regular. Back on track scheme purchased for Core subjects. Pupils will 'catch up' learning missed. Lessons, curriculum adapted to support lost learning and close gaps.	Across all classes Across all classes Whole staff Years 1-6 Across all classes	SLT, Maths, English and Phase Leaders will be able to see quality of practice, progress and offer support where necessary. Lessons plans to support pupils 'catching up.' Teachers will block learning to support emphasis on feedback and learning gaps.	Co-Heads T&L AH SLT Phase leaders	Monitoring logs used to record learning walk observations and celebrate success and provide development on CPD.	£2,470 HFL Back on Track for English and Maths

Tier 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
Small group interventions during school day	Targeted interventions delivered by an experienced teacher. Employment of part time teacher to plan, deliver effective interventions.	Pupils across the school identified as cusp children needing support in Maths and English.	A combination of quality first teaching with additional targeted group support will increase learning outcomes.	Intervention Teacher T&L AH SLT Phase leaders	Class books Pupil progress meetings Data AFL Formative assessment	£19,368 Interventions Teacher
Support for social, emotional, mental health	Pupils offered targeted support via play therapy, learning mentor, counselling, referrals to external agencies, protective behaviours, resources and tailored support.	Pupils across the school requiring support.	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	INCO Co-Heads	SDQ at start and end of intervention. Discussions with staff and families, Evaluation of provision/support.	£5,600 plus additional adult support for pupils (overtime)

Tier 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
Home Learning offer accessible for all.	Update and amend Remote offer and publish on website for isolating pupils or bubbles. Purchase of CGP Home learning books, English, Mathematics and Grammar for each year group.	All pupils Disadvantaged pupils	Pupils have opportunities to remain on track and up to date with learning which is focused to their year group. Disadvantaged pupils have hard copies of work at appropriate age group, printed and sent, to ensure no lost learning.	Co-Heads Teachers Co-Heads Teachers	Parent voice Pupil Progress meetings	£197.88 CGP books
Effective tracking and monitoring of attainment, progress and interventions.	Buy into new Easy Tracker from HFL	All pupils	A clear system to support data, attainment and progress across the school during this 'Catch up' period. Interventions outcomes tracked for impact.	Co-Heads Teachers INCO	Baseline recorded Pupil Progress meetings Impact of interventions	£672 HFL Back on Track Assessment course
Attendance – Support for parents	High importance placed on tracking, monitoring and taking action where concerns in attendance arise.	Persistent absentees Pupils who have attendance below the national average	Children at school are those not missing their learning. High attendance will ensure access to planned learning and interventions.	INCO Office staff Co-Heads	Tracking of attendance. Actions taken for those falling below 96%. Systems in place to support better attendance.	Inco time

Total anticipated spend: **£28,407,88 plus**