

## Catch Up Strategy 2020-21

1. Summary information					
School	Monks Coppenhall Academy				
Total number of pupils	452	Total Catch Up Funding	£36,175	Date	October 2020

2. Summary of approach taken by school to develop this strategy
Three Tiered Approach based on 'The EEF Guide To Supporting School Planning': Teaching, Targeted Academic Support and Wider Strategies
Baseline assessment for 2020 Reception cohort
Wellcomm Assessment of language and communication within the Nursery
Diagnostic reading assessments of all children who have entered Year 1 as well as Phonics assessments for all children in Y2
Engagement in Education Endowment Foundation Materials School Planning Guide 2020-2021 and National Tutoring Programme
Strategy designed in collaboration with all teaching and support staff and redeployment of resource to meet identified academic need has been given the highest priority

3. Current attainment			
	National 2019	School 2019 (or average over 3 years)	PP School 2019 (or average over 3 years)
% achieving expected standard or above in reading, writing & maths, Year 6	70%	61%	52%
Progress in reading	+0.31	+0.63	-0.4
Progress in writing	+0.24	+2.45	+1.5
Progress in mathematics	+0.31	+0.24	+0.3
% achieving expected standard or above in reading, Year 2	75%	62%	47%
% achieving expected standard or above in writing, Year 2	70%	47%	33%
% achieving expected standard or above in maths, Year 2	76%	62%	40%
% achieving expected standard in Phonics Screening Check, Year 1	82%	74%	
% achieving Good Level of Development, Reception	72%	48%	8%

4. Academic priorities to be addressed	
<b>A</b>	Baseline on entry in Reception indicates only two children are secure in the 3-4 age range. All children are significantly below in all areas but particularly within language and communication (including the Nursery cohort).
<b>B</b>	Children who have entered Year 1 are significantly below for reading and phonics. Year 2 children are expected to take and pass the phonics screening test in October 2020.
<b>C</b>	Children in Key Stage 1 and 2 have missed key mathematical concepts which has impacted on their progress due to Covid19 Lockdown period
<b>D</b>	Reading across the school has regressed during the Covid19 Lockdown period.
Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates)	
<b>E</b>	Bespoke programme of Emotional Health and Wellbeing as devised in the Monks Coppenhall Academy Emotional Resilience, Wellbeing and Mental Health Policy
<b>F</b>	Employment of Family Support worker to support with vulnerable and disadvantaged families.
<b>G</b>	Access for all to online remote learning, and pastoral and safeguarding support in the event of the closure of a cohort of children.
<b>H</b>	Aim to maintain the exceptionally high levels of attendance we have experienced during September 2020 as we progress through the autumn and spring term.

5. Intended outcomes (specific outcomes and how they will be measured)	Success criteria
60% or more children will achieve a Good Level of Development (GLD) as outlined in the Revised EYFS Framework.	Moderation and monitoring throughout the year will mean diagnostic assessments will inform next steps and the curriculum will be tailored to ensure all children maximise the opportunities to meet GLD.
Attendance to remain consistent and above the national average.	Attendance in September has been in excess of 98%. Children will be engaged with positive attitudes to learning and parents will feel confident that school is doing everything possible to mitigate the risk of infection.
90% or more children will pass the phonics screening check in Y1 and Y2.	As a result of a comprehensive and consistent approach to whole class phonics teaching alongside excellence in diagnostics and bespoke provision in small groups, the majority of children will pass the screening check in Year 2 in October 2020 and also in Year 1 in summer 2021.
To close the gaps in all year groups in attainment in order to address any impact caused during two periods of partial school closure. Attainment in Key Stage Two statutory tests will remain above the national average. <i>Note – the Statutory Test were cancelled in January 2021 due to partial school closures.</i>	Quality first teaching and instruction, along with progression and coverage planning adaptations will ensure the curriculum is effectively delivered throughout the academic year. A programme of bespoke, small group, timely interventions will ensure children can deepen their understanding of each small step in order to make better than expected progress.

6. Planned expenditure						
i. Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
<p>Quality first teaching (QFT) across all curriculum subjects, but especially Maths and Reading.</p> <p>School devised 3 tiered approach to include QFT, interventions and wider approaches.</p> <p>Quality-assured training with White Rose Maths x7 remote session with an experienced Maths Specialist.</p>	<p>Through consistency in quality first teaching of basic skills and assessment-informed planning, the children's attainment in Maths and Reading will be in line with December 2019 (last assessment point prior to lockdown) by Summer 2021.</p> <p>Teachers will continue to deliver a broad and balanced curriculum as evidence through book scrutiny.</p>	<p>Pg8 EEF Guide to 'Supporting School Planning' states that 'explicit instruction' is a key component of high-quality teaching.</p>	<p>Pupil Progress Meetings at the beginning of each term to assess progress.</p> <p>Fisher Family Trust (FFT) data will show improvement in attainment over time.</p>	<p>PS RA AF LK SW</p>	<p>Autumn term – lesson observations and appraisal reviews</p>	<p>£1,500 Cost of training</p>

Excellence in the provision of remote digital and learning.	<p>Through loaned laptops, iPads and kindles, children will access high quality remote learning materials to improve learning outcomes.</p> <p>Children will receive high quality feedback, which will support them to make progress.</p> <p>Retrieval strategies, such as quizzes, will help pupils retain key information.</p> <p>Staff training and engagement in ongoing CPD.</p>	Pg12 of EEF Guide to 'Supporting School Planning' states how a focus on high quality, well implemented remote learning will be beneficial for all children.	<p>Monitoring level of engagement in online learning.</p> <p>SLT to monitor planning and resources online.</p> <p>Parent and pupil surveys.</p>	SLT  All class-based teaching staff	Ongoing throughout the academic year as required, both in terms of staff CPD and effectiveness of the policy in the event of a full/partial closure.	<p>Online learning platform (Seesaw) subscription costs £2,000</p> <p>Costs for IT support time to set up DFE donated laptops/Ipads £500</p> <p>Cost of cases for laptops/Ipads £225</p>
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ii. Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Purchase, training and delivery of Maths Intervention Programme – ‘On Track Maths’.	Children will reach age-related expectations by the end of the programme.	FFT data on Maths attainment data and a recognised provider.	TAs to deliver pre and post programme assessment and close monitoring.	PS RA AF SW	End of programme	Cost of intervention £650
Employ Fisher Family Trust tutors to deliver bespoke reading interventions (The Lightning Squad).	Children will reach age-related expectations by the end of the programme.	Nationally recognised tutoring programme targeting children who are working below or significantly below age-related expectations up to Year 4.	2 x Tutors for 12 weeks will deliver a bespoke reading intervention which will target 200 children.  Pre and post programme assessment and close monitoring.	PS	End of summer half term 1 (depending on the length of time we are in partial school closure	£11,000 (£33,000 subsidised by DfE funding)
SALT Intervention (small group and 1:1) alongside whole class intervention in EYFS and Year 1.	Speech and Language TA will prioritise children in Year 1 and Reception as well as work alongside the classroom practitioners to ensure high quality delivery of speech and language within the classroom.	Pg15 of EEF Guide to ‘Supporting School Planning’ states that the evidence suggests one to one interventions can be a powerful tool to support pupils’ progress.	Diagnostic assessments of key children will be made throughout the year to track progress and next steps.	AF	End of summer term	Staff deployment Costs £9,000
Engagement in Nuffield Early Language Intervention (NELI)	Staff CPD, resources and training to support the delivering of early language intervention for children in EYFS.	EEF endorsed research project fully funded by the DfE as part of the Catch up Strategy and the Tutoring Programme.	Full participation in the intervention and research in order to determine full impact.	NB PS	End of summer term	Resources and training are free  Staff deployment to support the intervention - £3,000
Applied for National Tutoring Programme Support X 2 tutors	To work with Teach First Education to provide additional tutoring for disadvantaged children subject to allocations and a successful match.	EEF endorsed research project.	Full participation in the programme if successful.	SLT	If applicable, review termly.	£19,000 X2 DfE funded minus on-costs. (on costs estimated @ £3,000 (NI ER)

iii. Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Implementation of Emotional Health, Resilience and Well Being Policy	Resilience and emotional well-being will be meaningfully combined within the academic curriculum (refer to policy)	EEF Guide to 'Improving social and emotional learning'.	The policy and implementation plan will be monitored by the Assistant Vice Principals as a key component of their roles as Mental Health Leads.	LK/AF	Termly	Contribution to staff time spent implementing and monitoring £300
Communication and support for parents through SLT and the newly recruited Family Support Worker	<p>Parents/carers feel that school is a safe place for their children and attendance remains high.</p> <p>Parents feel clear about curriculum intent and complex communication about curriculum intent is avoided.</p> <p>Parents feel supported with financial help, safeguarding, mental health and well-being, and general parenting issues and skills (123 Magic)</p>	Pg20 of EEF Guide to 'Supporting School Planning'.	<p>Parental communication will be clear, concise and understood by the community.</p> <p>Regular emails/texts and the Weekly updates will continue to keep parents/carers informed. Twitter/Facebook will be used to inform parents/carers and positive relationships will be maintained through the SLT meet and greet on the playground each morning and afternoon.</p>	PS RA AF LK SW	Weekly/Daily	<p>Contribution to text messaging costs, website subscription costs, staff time £500</p> <p>Contribution toward FSW costs £4,000</p>
Attendance monitoring and support	The pastoral team will address absence directly while sensitively exploring parents and pupils' concerns that may be inhibiting school attendance.	Pg20 of EEF Guide to 'Supporting School Planning'.	Children will feel safe and ready to learn; this will be reflected in the calm and purposeful atmosphere in school alongside high levels of attendance and parent confidence.	JT RA PS	Daily and monthly analysis	Staff deployment £500
				<b>Total Budgeted Cost:</b>	Total for all expenditure is £36,175	

Spring Term Review of Progress Against Strategy

Summer Term Review of Progress Against Strategy