

# Icknield Walk First School: Summary of Catch-Up Strategy

## Identifying spending of the Catch-up Premium Fund

School information			
Academic Year	2020-21	Catch-Up Funding expected	£23,500
Total number of pupils	345 (294 eligible for funding)	% Disadvantaged Pupils	10%

Contextual Information (if any)
<p>Icknield Walk First School has a range of needs within the school. We have 9.5% of children on our special needs register but 38% of children are on our vulnerable pupils list, these are children for whom we have an additional concern or who need an additional provision but their needs are not significant enough for inclusion on the SEN register.</p> <p>Many families required support during lockdown with food, mental health, educational and practical resources support. A range of online and paper based learning was set and staff rang every child at least weekly to support with their learning and any support they needed as a family. Year group emails were set up to further allow communication between parents and teaching staff. The engagement with home learning was around 98% with the vast majority of parents supporting their children with at least two or three activities a day. The activities provided by class teams covered the whole range of our school curriculum and parents were able to contact school to ask for further support or clarification if necessary.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children are monitored to identify any emotional needs following lock down and that these are flagged to the emotional wellbeing mentor for support and advice.
B.	To use the first few weeks of term to carry out low key assessment opportunities such as quizzes and answers on white boards to see where the gaps/learning needs are.
C.	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.
D.	To identify the ways in which children need to catch up – ie those with small gaps might just need a bit of extra small group teaching in a certain area other children might need to join a catch up group to allow them to join in with their year group lessons.

Summary of Expected Outcomes	
<b>A.</b>	To make the return to school a happy and exciting experience. To help them to settle into our new routines with a limited amount of worry or stress. A special focus on ways to help children leave their carers and help them to come into class at the beginning of the day. To find alternative provision and ways of supporting children who are struggling to settle – use of P block.
<b>B.</b>	By end of Autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning with the rest of their peers. Any children identified as not meeting this expectation are further targeted for intervention.
<b>C.</b>	The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

Summary of Proposed Provision for Autumn term into Spring term	How?	Monitoring-measuring impact	Cost School Budget	Cost National Funding
1. See section 1 of SDP – focus on Feeling Good 5 allowing time for support for children’s mental health especially in the autumn term.	<p>Assembly/talking circle themes</p> <p>Class time activities</p> <p>The way in which the curriculum is delivered – shorter bursts</p> <p>Focused and targeted praise</p> <p>Use of learning powers – rewards for using them</p>	<p>Pupil voice</p> <p>Cpoms recorded incidents</p> <p>Parental comments</p> <p>Lesson observations</p>	Limited cost – school staff time	
2. Children who are identified for catch up group support to begin working in these groups – focus on phonics, reading and maths.	<p>Maths: Use the diagnostic maths tests to identify gaps. HfL to support staff with analysis of results and help to identify the next steps for the children.</p> <p>Maths: Time to assess and identify children who would benefit from 1:1 catch up work. Train staff to deliver the intervention</p>	<p>Diagnostic maths test scores and reassess at end of term.</p> <p>Staff are confident and ready to deliver intervention. Children are identified.</p>	School staff time for assessments and working with HfL advisory teacher	<p>Cost of HfL advisory teacher contract £1000</p> <p>Cost of maths intervention training for 3 TAs £600 £150 Additional hours for staff to train</p>

	<p>Maths: Use programme of resources from HfL and allocated additional adults for that bubble, to allow intervention to take place.</p> <p>Phonics: Identify children who are below the rest of the class in phonics in year 1 and use additional TA to provide small group additional phonics</p> <p>Spelling and reading: Train TA to deliver Tracks</p>	<p>Intervention is delivered and children are assessed using HfL post intervention assessment and show progress</p> <p>Phonics check results for Year 1 -before and after intervention</p> <p>Spelling and reading scores before and after Tracks</p>	<p>Cost of Tracks delivery</p>	<p>£150 to cover staff to carry out assessment.</p> <p>£3,000 to deliver intervention to selected children in year 2,3,4</p> <p>£1,300</p> <p>Cost of Tracks training £800</p>
<p>3. Children with persistent emotional wellbeing needs to be referred to play therapy counselling or provided something for Emotional Well-Being in school.</p>	<p>Train TA in drawing and talking to allow us to provide this to more children.</p> <p>Nessie art therapy</p>	<p>SDQ scores before and after intervention</p> <p>SDQ scores before and after</p>	<p>Nessie to use a grant to fund first four sessions – use catch up fund for more if necessary. Use school art resources.</p>	<p>Cost of Drawing and Talking training £225 plus £100 training time.</p> <p>Cost of adult cover to allow delivery of interventions - £600 (approx.)</p>