

New River College Primary: Summary of Catch-Up Strategy

School information			
School	New River College Primary		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	PP £23,537.50, Catch up £4,320 (£27,857)
Total number of pupils	22 (including 6 reintegrated and registered dual subsidiary) (12.10.2020)	% Disadvantaged Pupils	96%
Contextual Information (if any)			
<p>Attendance rates for pupils 2017-18 88.16%, 2018-19 80.50%. 2019-20 75.43%</p> <p>Although NRC remained open throughout lockdown including provision during the Easter holiday, many children remained at home. Remote learning was provided both online (links on website, use of LEXIA and Times tables Rockstars) and, through paper-based work packs sent home. However, there was variable engagement and only a very small minority of pupils returned completed work to school. Consequently, rates of progress were greatly affected and significantly lower than the previous two years.</p> <p>68% of pupils have EHCPs with further pupils currently undergoing assessment. These pupils' high needs mean they need significantly higher levels of support to access remote learning.</p> <p>PP – 61%, FSM – 91%, EHCP – 72.7%, CSC Yes 48%</p>			
1. Current attainment			
Attainment for: 2019 – 20 Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	
% achieving expected standard or above in reading, writing and maths	67% made progress from their starting points. 8% met their SEN target 4% made progress in line with national expectations 4% met aspirational targets.	100% made progress from their starting points. 0% met their SEN Target. 0% made progress in line with national expectations. 0% met aspirational targets.	
% achieving expected standard or above in reading	75% made progress from their starting points. 21% met their SEN Target. 8% made progress in line with national expectations. 4% met aspirational targets.	100% made progress from their starting points. 100% met their SEN Target. 0% made progress in line with national expectations. 0% met aspirational targets.	
% achieving expected standard or above in writing	71% made progress from their starting points. 21% met their SEN Target. 8% made progress in line with national expectations. 8% met aspirational targets.	100% made progress from their starting points. 50% met their SEN Target. 0% made progress in line with national expectations. 0% met aspirational targets.	

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<p>% achieving expected standard or above in maths</p>	<p>75% made progress from their starting points. 25% met their SEN Target. 4% made progress in line with national expectations. 4% met aspirational targets.</p>	<p>100% made progress from their starting points. 0% met their SEN Target. 0% made progress in line with national expectations. 0% met aspirational targets.</p>
<p>Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i></p>		
<p>A.</p>	<p>Progress in Maths and Reading for KS1 and KS2 due to a. pupil's starting at much lower on-entry levels than the national average expectation, b. Social, Emotional and Mental Health (SEMH), history of exclusion and trauma are having detrimental effect on their academic progress.</p>	
<p>B.</p>	<p>Gaps in learning due to COVID-19 and lockdown exacerbated by families challenges around engaging children in remote learning (including access to IT).</p>	
<p>C.</p>	<p>To re-engage pupils in learning across the curriculum and supporting them to manage in class.</p>	
<p>Summary of Expected Outcomes</p>		
<p>A.</p>	<p>All Pupils to make at least expected progress by the end of the year. This will be evidenced using KS1 tests and teacher assessment, SATs results, phonics tests and new multiplication tests.</p>	
<p>B.</p>	<p>Improvement in remote learning strategy significantly improves pupil engagement at school and home.</p>	
<p>C.</p>	<p>Pupils make good progress in their Personal development as measured through evaluation of the personal development curriculum and progress from starting points using the personal development assessment framework.</p>	

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STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Target pupils	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Improved Asynchronous and synchronous remote teaching	<ul style="list-style-type: none"> Contingency and action plan for remote learning – See separate action plan. Ensuring access to technology - A full audit of pupil and staff access to ICT and supply of a device if needed. Set up a well organised digital classroom that is easy to navigate and consistent across the school. CPD and sharing good practice in effective remote learning approaches that give access to high quality remote resources and strategies for independent learning with focus on effective teaching i.e. revisiting prior learning, chunking up new knowledge, teacher explanations / modelling, scaffolding, pupil practice, learning checks. Online safeguarding in place via CPD, pupil, parent/carer acceptable use agreements and settings for synchronous lessons ensure safeguarding of staff and pupils. 	All	<p>All learning opportunities in school are resilient to disruptions caused by COVID-19.</p> <p>Staff, students and parent/carers are confident to use and access remote and online learning.</p> <p>Students access live lessons at home if they are in quarantine from day 1.</p> <p>Pupils continue to make progress as they would in school in line with national expectations with continuity between home learning and class learning.</p>	ML / CB	<p>Lesson observations, learning walks and evidence of work</p> <p>Planning scrutiny</p> <p>PM targets for all teaching staff and senior leaders around effective remote learning.</p> <p>CPD evaluation</p> <p>Half-termly pupil progress and attendance data.</p>	<p>Zoom accounts for teachers £504.00</p> <p>Provision of laptops for all teachers to use at home (donated from Arsenal Football Club)</p> <p>Provision of a laptop in class for all teachers, HOC, HLTA (7) £3,192.00</p>	

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	<ul style="list-style-type: none"> • All students have a timetable aligned to their normal curriculum and can access learning online at home from Day 1. Remote learning timetable available for pupils who are refusing school as a way to re-integrate them back in and for sessions as they build up to a full-timetable. • Remote learning includes pastoral opportunities such as check-in, assemblies and rewards 'Hall of fame'. • Parents/carers are supported in how to use remote learning and help their child manage time, set up routines and set goals. • Teachers use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos integrated into school curriculum planning • Trial the use of Oak National Academy resources, DFE recommended home learning sites. • Explicit teaching of pupils to ensure fluency in the use of platforms and applications and uploading and downloading documents. • Daily contact to check on progress of home learning and the wellbeing of both children and families. 		<p>Pupils stimulated and motivated to continue to learn the curriculum.</p> <p>Pupils to remain connected with staff and peers and well-being for example through check in time.</p>				
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<p>Increased progress in phonics and reading for KS1 and KS2 pupils</p>	<ul style="list-style-type: none"> • Star reading assessments on induction and then end of year. • Embedding Letters and Sounds as the key phonics teaching programme. • Introduce new reading scheme that has phonics teaching aligned. Books reflect the sounds pupils are working on. • Develop tracking and accountability around return of books. • Develop rewards around book bag days. (Tuesday/Friday) • Embedding whole class GEMs reading approach and recording system for reading. • Embed use phonics screening tool and rescreening to better track pupil progress. • CPD in 'Talk for Writing' approach for implementation 2020-21 – January 2021. • CPD for subject lead through local authority network meetings and LA consultant visits and advice. E.g., Technical vocabulary, teaching grammar terms creatively, teaching phonics to older children, use of working walls. • Continue to embed use of Lexia Core 5 phonics and reading programme promoted through parent engagement meetings, letters home and rewards in 	<p>All</p>	<p>Nearly all pupils make progress in line with national expectations.</p> <p>Pupils make rapid progress in their reading age – at least one year's progress in a year.</p>	<p>CB, SENCO</p>	<p>Book looks and learning walks</p> <p>KS1 test results and teacher assessment, SATs results</p> <p>1:1 supervision includes analysis and actions on pupil progress.</p> <p>Pupils progress and success in national tests shows improvement.</p> <p>PM targets for subject leads</p>	<p>(£3,500.00 Reading Scheme, Islington Road Map books, Book corner for early years)</p> <p>Subscription to Lexia Core 5 £710.80</p> <p>Star Reader £400.00</p> <p>5 days Local Authority Consultant support in English and Maths £</p>	
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	<p>school for uptake. Sessions for parents in supporting their child in using Lexia at home. Reports and rewards communicated to parent/carers on their child's progress using Lexia at home.</p> <ul style="list-style-type: none"> Improve book corners e.g., with personalised pictures of pupils and to promote reading for pleasure. 						
Increase progress for maths at KS1 and KS2	<ul style="list-style-type: none"> Ongoing CPD in effective use of manipulatives, representations and strategies in teaching multiplication with fortnightly workshops for learning assistants on school calculation policy. Review of 'I Can' statements to ensure they are sequenced appropriately and making expectations around how they are used clear to all staff. Embedding use of Times Tables Rock Stars. Planning shows the curriculum is well-sequenced, builds on prior learning, is ambitious with mathematical fluency developed through themes. 	All	KS1 and KS2 results, phonics and multiplication test results.	PM, CB	<p>Lesson observations, book monitoring, Planning scrutiny</p> <p>Staff evaluation from CPD demonstrates improved pedagogical content knowledge.</p>	Subscription to Times tables Rock Stars £72.00	
Cost - Sub-totals						£8378.00	
Total budgeted cost for Strand 1							

STRAND 2: TARGETED SUPPORT

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Element of Strand (e.g. Interventions)	Action/Strategy	Target pupils	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Year 6 Local authority led catch up programme	<ul style="list-style-type: none"> Staff support for pupils and parents to complete 10 weeks with 3 hours of additional pre-written home learning per week. Pupils provided with a Chrome book and wifi access if needed. Staff attend Year 6 local authority network meetings 	Year 6	Pupils to make at least expected progress by the end of the year	CB / CK	<p>Half termly pupil progress</p> <p>Structured conversations termly</p>	Cover for teachers to attend meetings	LA funded
Intervention programmes	<ul style="list-style-type: none"> The identification and development of behaviour interventions focused on facilitating pupils' personal development e.g., Lego therapy, emotional regulation interventions, friendship group with CAMHs, 1:1 or small group sessions with specific focus e.g., positive choices in the community, bespoke curriculum offers. Emotional intelligence sessions e.g., 'Volcano in my Tummy' 	Pupils are identified through the focus areas for development following their personal development assessment	Progress in focus areas of personal development assessment	CB / SENCO	<p>Teachers complete report cards daily on how well pupils are achieving in their personal development focus.</p> <p>Class teams complete the personal development assessment</p>	See CAMHs / EPS cost	
Individual academic intervention	<p>CPD on 5-minute box from Samuel Rhodes that focus on memory of spellings and focus on key words each week.</p> <p>www.fiveminutebox.co.uk for years 1 – 4 and for older pupils with SLD.</p>	Pupils that have not mastered reading and spelling	Faster rates of progress in reading	SENCO	<p>Learning walks, observations</p> <p>Progress reviews</p>	<p>Box 1 £100.00</p> <p>Box 2 £80.00</p>	

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Extended school time (before and after school interventions)	<ul style="list-style-type: none"> Extended school day 2.30 – 3.30 pm each week with focus on online learning packages TTRS and Lexia and time for reading for pleasure. 	All pupils other than those who are not managing a full school day on a regular basis.	Rates of progress show gap is closing	CB / RSC / SENCO	Learning walk Progress reviews	None	
1:1 tuition	<ul style="list-style-type: none"> National tutoring programme academic mentor assigned to deliver structured intervention 	Targeted pupils based on identified gaps / low reading ages / personal development focus.	Rates of progress show gap is closing. Improvement in personal development assessment	SENCO	Learning walks Progress reviews	£4750.	£19,000 (shared with Secondary/ medical)
Increase progress for maths and reading at KS1 and KS2	<ul style="list-style-type: none"> Bespoke support / intervention plans for Year 1 Phonics, Year 2 teacher assessments, Year 4 multiplication and Year 6 SATS. 	All pupils in preparation for tests	Outcomes in KS1 and 2 assessments, phonics and multiplication improved.	CB / SENCO	Learning walks Progress reviews Review at Primary leadership team	None	
Cost - Sub-totals						£4930.00	£19,000.00
Total budgeted cost for Strand 2							

STRAND 3: WIDER STRATEGIES

Element of Strand <i>(e.g., Access to technology)</i>	Action/Strategy	Target pupils	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
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Parental engagement	<ul style="list-style-type: none"> Schedule of parent/carer meetings, weekly reports and structured conversations support and challenge parent/carers to ensure book bags are returned each week and reading log is completed. Parent/carer meetings around ways to support reading at home and online including Lexia. Parent meetings focused on how to support their children in their home learning and supporting teaching of maths and phonics. Targeted support for families with challenges around supporting their child with remote and home learning. 	All	<p>Parent / carer take up of meetings</p> <p>Very positive survey feedback and feedback from case studies.</p>	CB / JL / PB	<p>Monitoring levels of parental take up of 1:1 and group meetings.</p> <p>Monitoring and review of pupil take up of remote learning opportunities.</p> <p>Parent feedback surveys</p>		
Support for families with challenges around home and remote learning	<ul style="list-style-type: none"> 1:1 family support meetings 	Targeted families following feedback from teacher 1:1 meeting(s) to identify needs	All pupils are able to access the curriculum at home.	JL, PB	<p>Feedback and reviews with parent / carers</p> <p>Records of intervention and support at TAS.</p>		
To re-engage pupils in learning across the curriculum and supporting them to manage in class.	<ul style="list-style-type: none"> Ongoing - Daily breakfast in classrooms School staff used to cover classes rather than supply staff wherever possible 	All	Attendance improves	CB	Monitoring of staff absenteeism and use of agency staff.		

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Implementation of a new positive behaviour policy	<ul style="list-style-type: none"> • CPD and consultation with all teaching staff to review behaviour system around trauma informed behaviour management • Research and collaboration with CAMHS / EPS and other PRU's. • Policy development in consultation with school leaders and staff – celebration, de-escalation, restoration. • Implementation of restorative tasks and reflection in place of time out • Set up of the Monarch room – quiet space to help with de-escalation with advice from occupational therapist. • School council and sessions with children in class • Displays in class to support staff and pupils 	All	Reduction in incidents and exclusions.	CK, CB	Behaviour walks Review of incidents and exclusions Class debrief and reflective practice PM target review for lead teacher	£2000.00	
Support for staff and pupil well-being	<ul style="list-style-type: none"> • CAMHS led reflective practice for staff. • Support with strategies through TAS and advice to teaching staff • CPD around emotional regulation, diversity and trauma informed approaches 	All staff and pupils	Pupils make progress in their focus areas of personal development Staff surveys around well-being Staff develop better understanding of	CB	CAMHS undertake robust evaluation of work with pupils CAMHS staff meet with staff to share progress, concerns and strategies for dealing with issues on a daily basis.	£20,000	

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	<ul style="list-style-type: none"> Pupil focus meetings where CAMHS and EPS contribute to discussion CAMHS consultations offered to staff on 1:1 basis 		students SEMH needs and understand what is 'behind the behaviour'		Annual feedback collected from staff about CAMHS support offered to staff		
Cost - Sub-totals						£2,000	
Total budgeted cost for Strand 3							

Financial Summary

Cumulative Sub-total for all strands		£15308.80	£19,000.00
Total budgeted cost for all strands		£27,857.00	

Additional Information (if any)

£15308.80 does not include any funds towards CAMHS
If included shortfall of £7451.80