



Garden Fields

Catch Up Funding Plans 2020/2021

2nd Edition: Summer 2021

| School information | | | |
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| School | Garden Fields | | |
| Academic Year | 2020-21 | Catch-Up Funding Received 2020-21 | Funding: £14560 (+£7050 brought forward from last term) |
| Total number of pupils | 563 | % Disadvantaged Pupils | |

| Contextual Information | |
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| <p>Since our original planning for 'Catch-Up' funding in the Autumn term 2020, we experienced another Lockdown with school closure between January and early March. We had also summatively assessed our pupils in reading, writing and maths in December 2020 and had planned to use this data to help us to plan for further 'catch up' interventions in the summer term. Instead, after the return of our children in March, there followed a period of further assessment including the use of a maths assessment tool from Herts for Learning and some whole school 'cold writing' tasks in order to assess our children's current attainment further. We did this in case there was any further impact on children's attainment from the January/February Lockdown.</p> <p>Our phase leaders and English and Maths leaders then had follow up pupil progress meetings with each year group teaching team to discuss the best way forward to meet any gaps identified. Some of these were whole class gaps to be met through quality first teaching, whereas others were specific to groups of children or even individuals. From these progress meetings we then set up an intervention timetables using both teachers and teaching assistants and learning support assistants to catch up 'gaps' in learning. As part of this work, teachers and teaching assistants have attended training with our subject leaders including SpLD, Herts for Learning (HfL) reading fluency and HfL maths catch up training. Our Catch-up funding has been used to provide two additional teachers to help with this support – particularly for more specialist work, additional hours for teaching assistants and supply teachers to cover staff for training. Much of the catch up work for this term at individual/small group level is either related to: 1) Literacy Catch-Up including use of the HfL reading fluency programme for KS2, and early literacy phonological awareness/sight vocabulary and spelling for children in KS1. A lot of work has also gone into using the individual maths assessment tool developed by HfL. It is hoped (budget depending) that this work can be continued at least in the Autumn term 2021.</p> | |

| Summary of Key Priorities for Summer 2021 (related to overcoming challenges for pupils catching up on lost learning) | |
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| A. | Using data / assessment from December '20 and from pupils return March '21 to identify those in need of support in literacy. Whole class gaps, group specific and individual gaps identified in March and referenced back to December followed by pupil progress meetings (April) and then Provision map of key whole class need, support group interventions and individual support |
| B. | Staff training in HfL Reading Recovery programme, the HfL Maths Summer Success Project and in literacy catch up (from Ms Palmer, Deputy Head and Mrs Kemp Robertson (SpLD) teacher |

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| C | A focus on moderation followed by summative assessment towards the end of term in order to assess impact of catch up support / how to potentially take it into next year |
| Summary of Expected Outcomes | |
| A. | Clear identification of areas for catch up and whether these should be addressed through whole class, group or individual teaching. A provision map detailing this and showing which professional is supporting. Teachers and support staff trained effectively in how best to support |
| B. | Regular whole intervention work in place to address children's needs whether at whole class, group or individual level. Where necessary plans adapted/other children demonstrating need 'brought in' even just for individual topics |
| C. | Assessment at the end of the term shows progress over the term with gap closing/closed as against children's starting points. It will also give an indication of potential further interventions needed for the start of the next academic year |

Summary of Catch-up Strategy

| Strand 1: Assessment and Planning | | | | |
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| Element of Strand | Action/Strategy | Benefit to | Planned Outcome | Associated Costs |
| Analysing teachers' summative data and formative assessment in order to inform whole class, group and individual 'catch up' programmes | Non-contact time for KS1 and 2 English and maths subject leaders, phase leaders and each year group teaching team, to meet with Deputy and SpLD lead to meet with Year Group teaching team for pupil progress meetings, to analyse data and formulate plans. | Children across the school | Analyse data/teacher assessment to consider which children have gaps, what these gaps are and whether they are universal (largely whole class) targeted (group) or individual areas of need. | 3 x supply staff (or TA cover) for each year group and cover for 4 x subject leads) |
| | Subject leads, Deputy/INCo and SpLD teacher to formulate provision map based upon need. Supply cover put in place to enable subject leads to attend any relevant training and in order to formulate plans | | Catch up needs across the school understood. Provision map formulated for the summer term to meet key catch up needs | |
| Total budgeted cost for Strand 1 | | | | £1200 |

Strand 2: Targeted Intervention

| Element of Strand | Action/Strategy | Benefit to | Planned Outcome | Associated Costs |
|---|--|---|--|--|
| Provision map in place with targeted groups, concepts to be taught and identified staff (including 3 x specialist teachers) | Provision map created by Deputy, Phase Leaders, Subject leads and SpLD teacher is in place Necessary staff allocated to support needs | Children across the school identified as needing support in English and/or Maths. | Consistent intervention sessions in place – adapted in response to any changing/emerging needs | Cost for specialist teachers £19200 |
| Staff trained in order to meet catch up needs – including SpLD teacher on catching up deficits in basic literacy, the HfL reading fluency techniques and use of the HfL Maths assessment tool | Staff have attended relevant HfL training or in-house training from training on early literacy from our SpLD teacher | | Teachers and support staff confident in what the key catch up needs for their classes are and how to address their needs going forward | Supply costs £1200 |
| Total budgeted cost | | | | £20400 |

STRAND 3: Re-assess and Review

| Element of Strand | Action/Strategy | Benefit to | Planned Outcome | Associated Costs |
|--|--|---|--|------------------------------|
| Moderation work in Maths and Writing across the school to ensure consistency of assessment | Phase meetings to look at work – agree assessments against criteria | Children across the school identified as needing support in English and/or Maths. | Gap closed for pupils in Maths and English. Ongoing needs identified for further support in the Autumn term. | Possible Supply costs = £480 |
| Summative assessment for the summer term entered onto Assessment Tracker | Teachers to enter data by last week of term | | | |
| Assessment analysis by phase leaders | Phase leaders to analyse and plan for as part of phase plans for next year | | | |
| Total budgeted cost for Strand 3 | | | | £480 |

Summary

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| Total budgeted cost for all strands | £20080 |
| | Remaining amount to take forward to the Autumn term = £1530 |