

# Catch up strategy statement – Beaufort Primary School

1. Summary information					
School	Beaufort Primary School				
Academic Year	2020/2021	Total Catch up budget	£34,880	Date of setting of strategy setting	Oct 2020
Total number of pupils	439			Date for next internal review of this strategy	January 2020

2. Current attainment - this section will be reviewed termly when impact data becomes available		
October outcomes		
% achieving in reading, writing and maths	n/a	
% making progress in reading	n/a	
% making progress in writing	n/a	
% making progress in maths	n/a	

3. Identified Gaps and priorities	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
A.	Poor speech development, limited vocabulary and language acquisition (Nursery, Reception, Year 1)
B.	Low attainment in Reading (years 1, 2, and 3)
C.	Low attainment in Writing and Maths (year 6)
D.	Low attainment in Reading, Writing and Maths (year 3)
E.	Well-being of all pupils in response to Covid-19 and school closure, but particularly evident in vulnerable pupils
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
F.	Lack of parental support with education – homework/home learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve speech development and language acquisition through access to an enriched curriculum and focused intervention. (Nursery, Reception, Year 1) This will be measured through ongoing assessment against ELGs and KPIs.	Children in the Foundation Stage have access to high quality experiences and meet the ELG's in speaking.
<b>B.</b>	To improve the reading skills of low attaining readers, this will be measured using progress through the bookband system. (years 1,2 and 3)	A greater % of these targeted children meet age related expectations by July. Progress of children back on track – in line with expectations in September 2021.
<b>C.</b>	To improve attainment in Writing and Maths from starting point on return to school (year 6); this will be measured against end of phase expectations.	A greater % of these targeted children meet age related expectations by July. Progress back on track and in line with expectations in July 2021.
<b>D.</b>	To improve attainment in Reading, Writing and Maths from starting point on return to school. (year 3); measured against KPIs for year group..	A greater % of these targeted children meet age related expectations by July. Progress back on track and in line with expectations in September 2021.
<b>E.</b>	To provide children with tools and strategies to look after their own well-being as well as support parents/carers in supporting their children.	Children will have access to daily well-being sessions within the classroom. Targeted support for vulnerable children identified as requiring more support with well-being.
<b>F.</b>	To support parents with basic skills and provide strategies with how they can support at home via courses, training, workshops online and meetings with FLW.	Parents will be well informed and children's progress and will be supported in encouraging children when completing reading tasks and homework out of school.

5. Planned expenditure					
<b>Academic year</b>		<b>2020/21</b>			
ACTION PLAN					
A. Improve speech and language skills especially in the Early Years and Year 1					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To improve speech development and language acquisition through access to an enriched curriculum and focused intervention.	<ul style="list-style-type: none"> <li>Staff training – High quality CPD for EYFS &amp; KS1 staff.</li> <li>Talk boost training for targeted staff members. Time to Talk</li> <li>Targeted intervention work by staff to meet needs.</li> <li>Ensure curriculum is designed to promote talk - role-play.</li> </ul>	Training to ensure staff have required skills and knowledge Small, short, frequent intervention for targeted individuals and whole staff training approach to enable curriculum in EYFS to continue and children's learning not be disturbed (child initiated) whilst adults support S & L development. High quality adult intervention / engagement with children throughout the day provides modelled language.	Observations via drop ins to see staff execute the delivery. Monitor children's development in speaking and listening using teacher assessment against development matters stepping stones at start and end of year.	Emma Mills – EYFS leader	Termly in tracking meetings.

<p>F. To support parents with basic skills in Speaking and Listening and provide strategies with how they can support at home via courses, training, workshops online and meetings with FLW.</p>	<ul style="list-style-type: none"> <li>Teachers to emphasise need verbally to targeted parents and update on concerns, raising awareness.</li> <li>Share strategies in handout and add to Seesaw</li> <li>Share targets for individuals with parents termly where applicable.</li> <li>FLW to work with targeted parents to improve parenting skills regarding development of children's speaking at home.</li> <li>Speech Therapy applied for for targeted children and parents involved in feedback.</li> </ul>	<p>Direct face to face is not possible for workshops currently in large groups due to the national restrictions and risk of contamination. Sharing of pupils' targets raises awareness.</p>	<p>Good quality liaison between class teachers, parents, Inclusion leader and FLW. Regular catch ups with team.</p>	<p>Emma Mills</p>	<p>Termly in tracking meetings.</p>
<b>Total budgeted cost</b>					<p>tbc</p>
<p><b>B. Closing the gap in READING for those pupil that have not accessed education due to Covid 19.</b></p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B. To improve the reading skills of low attaining readers, this will be measured using progress through the bookband system. (years 1,2 and 3).</p>	<ul style="list-style-type: none"> <li>Reading progress focus group led by Adele Jones</li> <li>Purchasing new scheme books</li> <li>Additional reading at the beginning of the school day for identified children</li> <li>Extra daily reads for targeted individuals with classteacher</li> <li>High quality CPD for teachers and support staff in reading</li> </ul>	<p>Purchase of books to ensure sufficient (many lost / not returned through lockdown) Reading 1:1 for targeted children have proved successful in the past CPD ensuring teachers are aware of expectations and how to support</p>	<p>Weekly monitoring of reading sessions, feedback given regularly. Additional books to be used to support in school reading matching the phonics scheme.</p>	<p>Adele Jones (Pupil Premium Leader)</p>	<p>Half termly with the action group.</p>
<p>F. To support parents with basic skills in reading and provide strategies with how they can support at home via courses, training, workshops online and meetings with FLW.</p>	<ul style="list-style-type: none"> <li>Reading materials sent home</li> <li>Support given to parents of identified children.</li> </ul>	<p>Improvement in reading seen when parents engage in reading at home to support reading taught in school.</p>	<p>Good quality liaison between class teachers, parents, Inclusion leader and FLW. Regular catch ups with team.</p>	<p>Adele Jones (Pupil Premium Leader)</p>	<p>Half termly with the action group.</p>
<b>Total budgeted cost</b>					<p>£5170.00</p>

<b>C. Closing the gap in Writing and Maths for those pupil that have not accessed education due to Covid 19</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. To improve attainment in Writing and Maths from starting point on return to school. (year 6)	<ul style="list-style-type: none"> <li>Employment of HLTA for targeted teaching of individuals and groups in English and Maths</li> </ul>	Experienced Year 6 HLTA to ensure a greater number of children have access to smaller group teaching daily.	Regular catch ups with team Monitoring of teaching and learning	Sarah Hindley (Upper Key Stage 2 Leader)	Pupil progress meetings with Year 6 staff
<b>Total budgeted cost</b>					£8768.40
<b>D. Closing the gap in Reading, Writing and Maths for those pupil that have not accessed education due to Covid 19.</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. To improve attainment in Reading, Writing and Maths from starting point on return to school. (year 3)	<ul style="list-style-type: none"> <li>Intervention groups across year group led by CT when SCITT takes over more teaching.</li> <li>Shared TA works across both classes equally.</li> </ul>	Quality First Teaching will have impact; more children have access to small group teaching.	Regular catch ups with team Monitoring of teaching and learning	K Knight (phase leader)	Pupil progress meetings with Year 3 staff
<b>Total budgeted cost</b>					£6000.00
<b>E. Well-being of all pupils in response to Covid-19 and school closure, but particularly evident in vulnerable pupils</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E. To provide children with tools and strategies to look after their own well-being as well as support parents/carers in supporting their children.	<ul style="list-style-type: none"> <li>Daily well-being sessions across the whole school.</li> <li>ELSA sessions for children identified as needing additional support.</li> <li>Training for staff on well-being and strategies to use in class</li> </ul>	National awareness of impact of Covid on mental health and well-being and impact of school closure.	Regular catch ups with team; remote monitoring of teaching & learning; student case studies.	Debbie Harrison (Deputy Head)	Termly

F. To support parents with basic knowledge in how to support their child/ren in relation to their well-being	<ul style="list-style-type: none"> <li>• FLW to work with targeted parents to support well-being</li> <li>• Liaison with CAMHS to support families</li> </ul>	Children spend 16+ hours at home on a school day and home is often where difficulties manifest.	Regular catch ups with targeted parents.	Maria Fry (FLW)	Termly
<b>Total budgeted cost</b>					tbc

### 6. Additional detail

Please read this closing the gap plan in conjunction with the action plans for reading, phonics, speaking and listening, maths and sports premium.