



CATCH-UP STRATEGY 2020-2022

Olney Middle School



The IFtL Ethos and vision

Across IFtL, we are committed to respond effectively and flexibly to the unprecedented pandemic of 2020. Striving for excellence for all, we are resolute in our ambition to overcome the additional barriers presented. We are strong, energetic and unafraid with a united sense of purpose. No barrier or problem will be too great and together we will commit to achieve our priorities for all children and our adults, with no exception. In our Trust, we are never alone. We know we are stronger together – responsible, resilient and innovative, ensuring IFtL is a fulfilling community and is a ‘A great place to be.’

Strategic Vision: Overall Impact and Outcomes 2021

Our vision will be achieved through the following six key strategic priorities:

- **Priority 1:** Ensuring all pupils make ambitious progress to catch up, close gaps and achieve their potential.
- **Priority 2:** Ensuring a purposeful, inspiring and engaging recovery curriculum enabling children to catch up whilst nurturing their interests and talents.
- **Priority 3:** Ensuring the continuous development of excellent provision and practice.
- **Priority 4:** Ensuring talented, unwavering, and pioneering system leadership for us to be leaders in education.
- **Priority 5:** Ensuring that we nurture a safe, secure and engaging environment in which we all thrive.
- **Priority 6:** Ensuring that we grow financial sustainability.

1. Contextual Information

Academic Years	2020-2022	Date:	October 2020
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Number of Pupils on Roll (September 2020)	374	Total Catch up Budget:	£29,920	Termly Impact Review:	
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Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF (Education Endowment Foundation) advises the following: Teaching and whole school strategies • Supporting great teaching • Pupil assessment and feedback • Transition support Targeted approaches • One to one and small group tuition • Intervention programmes • Extended school time

From on-going assessment of children on return to school and during school closure, specific areas have been identified as school trends in gaps of knowledge. Further to this the mental health and support for behaviour and focus in lessons is needed for pupils.

Within Maths, summer term objectives such as fractions and time were identified across school as objectives where depth of understanding was not evident. These have formed the basis of our recovery curriculum. Furthermore, use of CPA in reasoning across all strands will be a focus within Maths lessons. We are using support from the DfE Ready to Progress materials and the White Rose Hub to support teachers in adapting plans.

In writing, it has been identified that an area of focus needs to be within the children's recall and use of discrete grammatical terms in the analysis of writing and understanding the terms. Therefore, a focus on writing lessons and the planning of the pathways will have a key grammar focus, as well as ensuring ambitious vocabulary is used and understood in context, this will be supplemented by much needed work on handwriting and grammar.

Within reading sessions, we will continue to focus on the teaching and understanding of individual reading skills and how these build to the overall comprehension of the text that has been read using the VIPER approach.

2. Key attainment data

KS2 reading, writing, maths, EGPS (Mocks/ Cornerstones) <i>(Writing TA and others are Cornerstones)</i>		Yr3	Yr4	Yr5	Yr6
	Reading	67%	45%	72%	26%
	Writing	48%	31%	43%	21%
	Maths	63%	25%	55%	22%
	EGPS	70%	49%	38%	35%

4. Desired outcomes

	Barrier	Desired outcome
A	Staff require CPD to develop a greater understanding of childrens' mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of daily/ weekly teaching in the autumn term in line with the Jigsaw support.

Teaching priorities	B	Staff need further development in the principles of effective teaching with regards to the MASTER and supporting cognitive load over the period of time. The approach can also follow with regards to the Remote learning offer and how we ensure the curriculum successfully flows through a blended approach	A strong remote learning offer is in place involving use of Google Classrooms and all staff are trained in its use. Staff are clear of the balance of why what we teach is as important in how we teach.
Targeted Academic	C	Pupils had limited access to maths materials following the CPA approach during the summer term and therefore, their maths attainment resilience is needed of further enhancement.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	D	Although online learning materials provided for Reading during the summer term were accessed by the majority of pupils, baseline assessments indicate some learning loss and gaps in knowledge.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	E	Due to the emphasis on on-line learning, standards in handwriting and spelling are lower than expected in terms of ARE.	Pupils make accelerated progress in writing and spelling skills from their starting points at the beginning of the Autumn Term.
Wider support	F	A minority of pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons and behaviour incidents are minimal.

5. Impact Towards Long Term Outcomes 2020-2022

Autumn 2020 - Milestones	Summer 2021- Milestones	Spring 2022- Milestones

<p>Teaching Priorities Baseline of need for mental health and training begun</p>	<p>Staff beginning to embed the practices needed with pupils able to receive the support needed</p>	<p>All staff are quipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support he mental health needs of all pupils.</p>
<p>Targeted Academic support Gaps are identified for ALL pupils, and planning is informing the needs for intervention</p>	<p>Pupils are receiving the support and interventions are having an impact- a clear plan to close all gaps by Spring 2022 in place</p>	<p>Progress has swiftly moved with pupils in line with expected outcomes</p>
<p>Wider Support Protective behaviour training for all staff completed</p>	<p>Staff showing an effective understanding and embedding into day to day practice SLT have an acute awareness of the needs of specific pupils and supporting all</p>	<p>All pupils effectively engaged in learning</p>

1. Planned expenditure

Academic year	September 2020 to July 2022				
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?
Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of daily/ weekly teaching in the autumn term in line with the Jigsaw support.	Staff CPD Parent meeting for Jigsaw approach Daily check ins for pupils Introduction of emotional walls with pupils taught about feelings and how to deal with them	Ann Mastin 'Ordinary Magic' Document impact on mental health across schools- YST Mental health report NHS report	Lesson observations Pupil voice Feedback from all stakeholders Renew consultation Presentation to governors	ES	September 2021
A strong remote learning offer is in place involving use of Google Classrooms and all staff are trained in its use. Staff are clear of the balance of why what we teach is as important in how we teach.	Staff meeting IFTL Remote learning team plan and cpd Lesson demonstrations through the use of Swivl	EEF Remote learning offer Rosen shines Principles of effective instruction Cambridge Great Teaching Toolkit	Feedback from parents Remote and in class lesson observation Work scrutiny	GY HL	Termly
Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.	Teacher support and lesson demonstrations 1:1 and small group interventions by MPS Teacher based on work and cornerstones gap analysis	EEF Reading strategy document Great teaching toolkit EEF toolkit NCTEM Maths mastery Enigma Maths Hub support	Lesson and intervention observations Responsive teaching planning monitoring Work scrutiny Pupil Voice	NK	Termly based on cornerstones reports and TAs
Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.	Teacher support and lesson demonstrations 1:1 and small group interventions by MPS Teacher based on work and cornerstones gap analysis	EEF Reading strategy document Great teaching toolkit EEF toolkit	Lesson and intervention observations Responsive teaching planning monitoring Work scrutiny Pupil Voice	NRA JH	Termly based on cornerstones reports and TAs

<p>Pupils make accelerated progress in writing and spelling skills from their starting points at the beginning of the Autumn Term.</p>	<p>Teacher support and lesson demonstrations 1:1 and small group interventions by MPS Teacher based on Teacher assessment and daily responsive planning</p>	<p>EEF Toolkit Jane Considine reports Great teaching toolkit</p>	<p>Lesson and intervention observations Responsive teaching planning monitoring Work scrutiny Pupil Voice</p>	<p>JH</p>	<p>Termly based on TAs</p>
<p>All pupils are able to focus on their learning during lessons and behaviour incidents are minimal.</p>	<p>Emotional check ins High visibility and support of SLT Learning mentor supporting all pupils Meet and Greet by SLT Staff supported in protective behaviour training Staff supported in putting into place PBs</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)</p>	<p>Pupils voice Behaviours monitoring Typicality walks</p>	<p>HL LC</p>	<p>Termly</p>
<p style="text-align: right;">Proposed Cost:</p>					<p style="text-align: center;">£29,920</p>