

Knutsford Primary Academy 2020 – 2021

Catch-Up Strategy



School information			
School	Knutsford Primary Academy		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £33,539
Total number of pupils	465	% Disadvantaged Pupils	7.7%

Contextual Information (if any)

Knutsford Primary Academy is a two form entry academy situated in the Tudor Ward of North Watford. The vast majority of pupils come from within this and the nearby Callowland Ward. Both wards are in the 25% least deprived in England in the domains of income, employment and education. When school closed to the majority of children at the end of March 2020, daily learning activities were provided for pupils. In the main, these focussed on revising and reinforcing previous learning. Staff were in regular contact with all families.

This plan accounts for £28,000 of the funds available. The remaining funds will be allocated when pupil progress is reviewed in the second half of the spring term and/or if additional needs are identified before then.

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)

A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health.
B.	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.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

Summary of Expected Outcomes

A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting. Children's well being and mental health remains a focus but has improved.
B.	By end of the academic year children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention.
C.	The curriculum is adapted and restructured to meet the needs of all individuals to ensure rapid progress and support is in place where required.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES						
Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Use Back on Track Mathematics to support teachers in identifying missed and insecure learning before moving on to age related learning in maths.	All Y1 – Y6 pupils	By the end of the year, the overall maths data in each year group will be broadly similar to what would be expected given the starting points of the pupils in each year group.	DO/SM	<ul style="list-style-type: none"> • Termly pupil progress meetings. • Book scrutiny • Lesson observations • Pupil voice • NFER tests in the summer term for pupils in Y1, Y3, Y4 and Y5. • Y2 and Y6 maths SATs results 		£1,235
Begin using Reception Essential Maths <ul style="list-style-type: none"> • Purchase resources • Provide training for reception teachers 	All reception pupils	Reception pupils will make good progress in maths and will be prepared for starting the KS1 maths curriculum when they move into Y1.	CB	<ul style="list-style-type: none"> • Termly pupil progress meetings. • Book scrutiny • Lesson observations • Pupil voice 		£250
Purchase Timetables Rock Stars for use at home. Class teachers to use it as part of homework. DO/SM to set up occasional competitions between classes in year groups, boys v girls...	All pupils in Y1 – Y6	The teaching of multiplication tables is already a strong feature of our maths fluency sessions. The additional support from home will help to strengthen pupil knowledge.	DO/SM	<ul style="list-style-type: none"> • Lesson observations – fluency sessions • Pupil voice • Book scrutiny • NFER tests in the summer term for pupils in Y1, Y3, Y4 and Y5 • Results of the Y4 Multiplication Tables Check 		£100
Baseline Y3, Y4 and Y5 pupils by using NFER autumn term tests in reading, maths and grammar and punctuation. Summer term NFER tests to take place as usual	All Y3, Y4 and Y5 pupils	Analysis of the tests will provide class teachers with information about the areas to target in their teaching. Summer term tests will be used to monitor progress and plan for the following year.	Y3, Y4 and Y5 class teachers	<ul style="list-style-type: none"> • Analysis of results in autumn and summer. 		£1,104
Cost - Sub-totals						£2,689
Total estimated budgeted cost for Strand 1						£2,689

STRAND 2: TARGETED SUPPORT

Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
<p>Targeted support in Y6:</p> <ul style="list-style-type: none"> • Reading fluency • Writing • Maths <p>Supply teacher for 2 days per week for 20 weeks to enable the Y6 cohort to be split into 4 groups instead of 3 groups 2 mornings per week and to provide cover for DO's class so she can lead intervention groups across Y6 in the afternoons 2 days per week.</p>	<p>Y6 pupils previously on track to achieve EXS or GDS at the end of KS2 but who now need additional support to achieve these levels.</p>	<p>Targeted pupils will make good progress from the end of KS1 to the end of KS2 by achieving EXS/GDS.</p>	DO	<ul style="list-style-type: none"> • Half termly PPMs led by deputy/principal. • Past test papers – half-termly • Book scrutiny • Lesson observations • Pupil voice 		£9,040
<p>Targeted support in Y2:</p> <ul style="list-style-type: none"> • Reading • Writing • Maths <p>Teaching assistant for 2 afternoons per week for 22 weeks to support in HW's class so HW can lead interventions across Y2.</p>	<p>Y2 pupils previously on track to achieve EXS or GDS at the end of KS1 but who now need additional support to achieve these levels.</p>	<p>Targeted pupils will make good progress from the end of the EYFS to the end of KS1 by achieving EXS/GDS.</p>	HW	<ul style="list-style-type: none"> • Half termly PPMs for named pupils led by deputy/principal. • Book scrutiny • Lesson observations • Pupil voice 		£1,528
<p>Targeted support in Y1:</p> <ul style="list-style-type: none"> • Phonics <p>Teaching assistant for 2 afternoons per week for 22 weeks to support in Y1 while JT is released to provide 1:1 and small group phonics interventions.</p>	<p>Y1 pupils who are behind where we would expect them to be in autumn term 1.</p>	<p>School data for the Y1 phonics screening will be above Herts and National data, as is typical for Knutsford.</p>	HW	<ul style="list-style-type: none"> • Half termly PPMs led by deputy/principal. • Half termly phonics assessments • Lesson observations 		£1,528
<p>Targeted support in Reception:</p> <ul style="list-style-type: none"> • Communication and language • Phonics • Writing • Fine motor <p>Teaching assistant for 3 afternoons per week for 26 weeks to support in the reception classes so the reception staff can lead interventions across the year group.</p>	<p>Reception pupils who, according to the baseline assessment, have the potential to achieve GLD in the EYFSP if they were to receive additional support.</p>	<p>School GLD data will be above Herts and National data, as is typical for Knutsford.</p>	CB	<ul style="list-style-type: none"> • Termly PPMs led by deputy/principal. • Lesson observations • Tapestry monitoring 		£2,206
<p>Targeted support in Y5:</p> <ul style="list-style-type: none"> • Reading fluency • Writing • Maths <p>Supply teacher for 2 days per week for 16 weeks to enable the Y5 cohort to be split into 3 groups instead of 2 groups 2 mornings per week and to provide cover</p>	<p>Y5 pupils previously on track to achieve EXS or GDS at the end of KS2 but who now need additional support to achieve these levels.</p>	<p>Targeted pupils will make good progress from the end of KS1 to the end of KS2 by achieving EXS/GDS.</p>	SA	<ul style="list-style-type: none"> • PPMs led by deputy/principal. • NFER tests in December and May • Book scrutiny • Lesson observations • Pupil voice 		£7,232

for SA's class so she can lead intervention groups across Y5 in the afternoons 2 days per week.					
Lunchtime support for targeted pupils. Pre-Covid-19, we had plans to set up an indoor playroom at lunchtimes for pupils who have difficulty in the unstructured environment of the playground. We do not have the capacity to do that with the way MSAs are allocated to bubbles of pupils. Temporary additional hours for teaching assistants – the equivalent of 1 hour per day for 26 weeks.	Targeted pupils in Y1 – Y5.	Having a calmer, more structured lunchtime will enable these pupils to have a more successful afternoon session: reduced behaviour incidents for the targeted pupils; reduction in the disruption of learning in their classes. There will be a positive impact on learning for all pupils in the class.	NB	<ul style="list-style-type: none"> • Monitor behaviour incidents • Lesson observations • Feedback from class teachers 	£1,839
Purchase maths resources for Y1 pupils. Pre-Covid-19, some maths resources were shared between pupils in Y1 and Y2. Y1 need their own resources as sharing across year groups is not permitted and there is not enough time to clean the resources between lessons.	All Y1 pupils	Y1 pupils will have access to the resources they need in order to make good progress in their learning.	DO/SM	<ul style="list-style-type: none"> • Termly PPMs • Book scrutiny • Lesson observations • Pupil voice 	£250
Purchase Widget to support named pupils with their reading and writing and to support pupils with ASD. The programme will allow teachers to set up word banks, visual timetables and social stories using both language and images.	SEN pupils across the school	Reasonable adjustments in the classroom will be improved and better differentiation will be evident.	SD	<ul style="list-style-type: none"> • Termly PPMs • Book scrutiny • Lesson observations • Pupil voice 	£200
Purchase Literacy Toolbox to support named pupils with their reading. This programme will allow children to access higher level texts whilst supporting their ability to read independently.	KS2 SEN pupils with reading difficulties.	Children will have access to higher level texts that can support their ability to read and will allow a high degree of overlearning. Reading progress will be made at a level that is appropriate to those children accessing the programme.	SD	<ul style="list-style-type: none"> • Teacher and SEN assessments • INCo monitoring of programme use • Termly PPMs • Pupil voice 	£250
4 Chromebooks, plus headphones					£1,280
Cost - Sub-totals					£25,353
Total estimated budgeted cost for Strand 2					£25,353

Financial Summary

Cumulative Sub-total for all strands	£28,042
Total estimated budgeted cost for all strands	

Additional Information (if any)

