

[Malmesbury Park Primary Academy School]

Summary of Catch-Up Strategy

School information			
School	Malmesbury Park Primary School		
Academic Year	2020-2021	Catch-Up Funding Received 2020-21	£42,200
Total number of pupils	652	% Disadvantaged Pupils	25%

Contextual Information (if any)

Malmesbury Park is a larger than average primary school with a nursery and two units (Riggs for autism and LEAPs for SEMH). The school has received many positive comments from parents both during the lock down and subsequently upon full return in September 2020. Although, there are limited cases of Covid-19 in the BCP area it is becoming more evident in other local schools. We have had no positive cases as of yet. Attendance at the beginning of term was low partly due to families needing to quarantine following their return to the UK from abroad. We have had a number of children who are identified as 'missing in education' as we did not receive confirmation of non-return to the UK or the school for some time. The school has taken in a LAC child with significant need who has had a very poor experience during the lock down period. Although, 25% of the school population is disadvantaged we are aware that many of the families had no food, very limited access to technology and little support from other agencies. Our current FS2 cohort have had a very poor experience as the vast majority have attended no provision from March 2020 with four having EHCP (all are non-verbal) and two high needs children who are in the EHCP process.

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

1	Build excellent relationships across the school between children and children, children and adults and adults to adults through focussing on pupils' well-being so that they are all ready to learn.
2	A whole school teaching focus on quality first teaching using Rosenshine's 'Principles of Instruction' to drive our Outstanding Teacher Programme and Reflective use of Video programme for teachers.

3	To carry out an in-depth analysis of need for all children based on a thorough and detailed assessment period (3 weeks) during September. This will drive the programme of interventions ensuring the funding is well used, based on children's needs and understood by all. Taking this approach will ensure value for money.
4	Children will be reassessed in November/December to measure the impact of any interventions used.
5	The remote learning offer will be further enhanced and developed to ensure that no learning time is lost. Consider ways of ensuring all children can access from home.

Summary of Expected Outcomes (*what you are hoping to achieve*)

1	Children will feel safe in school, are able to talk about their worries and concerns and are able to access their learning in class.
2	Teachers have a strong understanding of our pedagogical approach: explanation, modelling, practice of new learning and feedback. This will be the model for all remote learning. This will be checked through our monitoring plan.
3	The majority of children will be able to catch up through having access to high quality first teaching. Where this is not happening, we will use the analysis to provide interventions based on those having support/interventions during the actual lessons (an additional teacher parallel teaching a smaller group) or having a specific TA led intervention during the afternoons. The monies will be used to provide a TA in FS2 and additional time from our own teachers.
4	All teachers know and can plan for the learning through a thorough analysis of the data of the children in their class.
5	High quality remote learning is available for all children so that no learning time is lost. Teachers will use the agreed pedagogical approach: explanation, modelling, practice of new learning and feedback. Microsoft Teams will be introduced and available to all children and staff. Children have access to technology to make good use of the remote learning available.

Strand 1: Teaching and whole-school strategies (Supporting great teaching, pupil assessment and feedback, transition 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)
Develop outstanding quality first teaching.	All children	Children can settle to learn and show good learning attitudes.	Teachers	Monitoring map	£0	£0
Develop and implement Outstanding Teacher Programme	All children	The quality of outstanding teaching shows greater consistency (25% at least)	MH/VO	Monitoring Map	£9,000 (Main budget - release time)	£0
Further develop the Reflective Video Teaching programme	All children	The quality of teaching across the school is never less than good	KT	Monitoring Map	£10,000 (reserves - video bid)	£0
Additional teaching assistant to join the ELF team to provide intensive emotional support for children	Children identified as requiring ELSA support	Children are able to show good learning attitudes and remain in class.	NS	Monitoring Map	£9,000 (main staffing budget)	£0
Implementation of RWI phonics programme	All children in Early Years and KS1	Progress in phonics is rapid and sustained. Improved end of Y1 phonic check scores.	KP/JG	Monitoring Map Support from SpringHill catholic school (English Hub)	£3,970 (subscription paid for by the English Hub)	

Resources for the implementation of the RWI phonics programme	All children in Early Years and KS1	Progress in phonics is rapid and sustained. Improved end of Y1 phonic check attainment.	KP/JG	Monitoring Map Support from Springhill Catholic School (English Hub)	£15,000 (application in with the Hub)	
Cost					£46,970	£0
Total budget for Strand 1					£46,970	

Strand 2: Targeted support (1:1 and small group tuition, intervention programmes, extended school time (before and after school interventions))						
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)
1:1 Tuition with a teacher	Individual children in each year group who need an intensive programme of support in order to catch up. Disadvantaged and boys will be the priority groups.	By the end of the summer term - PIRA and PUMA scores will be in line to those prior to lock-down. The gap between disadvantaged and non-disadvantaged will be closed The gap between boys and girls will be reduced.	SLT	Data analysis Monday data meetings	£0	2 ½ days additional teachers = £21,119
TA for FS2 to provide support for the 4 EHCP children and two high needs pending an EHCP request	The remaining children in FS2 will have access to TAs.	Reading to have accelerated through being heard every day.	SLT	Data analysis Monday data meetings	£0	£12,521

Early Language Intervention	Registered for Nuffield Early Language Intervention training for FS2 Teaching Assistants	FS2 children who had a low baseline assessment in Communication and Language is below expected.	VO	Data analysis	£0	£0
Catch Up Reading Programme	Disadvantaged and boys will be the priority group (Y4 & Y5)	Children with low baseline assessment data	LP (SEN DCo)	Data analysis Monitoring Map	£0	£0
Dyslexia Gold subscription and license	Disadvantaged and boys will be the priority group (KS2)	Children with low baseline scores in PIRA	LP (SEN DCo)	Data analysis Monitoring Map	£0	£500
Cost					£0	34,140
Total budget for Strand 2					£34,140	

Strand 3: Wider Strategies (Supporting parents and carers, access to technology, holiday 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)
Access to online learning. Microsoft Teams will be used as the new online learning platform. In the event of a child self-isolating or complete bubble/school closure children will have access to current planning through PowerPoint slides, videos and live connections.	All	Children who are not in school will not miss out on learning. Having access to read teaching will enable them to continue to	MH	Class teachers will monitor the levels of engagement from children. Work will be marked and responded to in		£2,000 (to upload system to children)

		make good progress and receive meaningful feedback from their class teacher. Having access to their teacher will enable positive learning attitudes to continue.		line with our feedback policy. Data analysis of PIRA/PUMA data does not show loss of momentum.		
Access to technology for teachers. Purchase a visualiser for teachers to use when working from home	All children and all teachers	Children have access to high quality teaching as teachers will be able to give explanations, model and provide feedback.	MH	Remote lesson observations show good pedagogical alignment. Teaching is never less than good.		£2,900
Access to technology. Office staff to ascertain which families require additional technology to be able to access the remote learning offer during isolation or lock down.	Children who have limited access to technology	Children are able to complete their online learning therefore reducing the gaps in learning.	MH	Feedback from children. Teachers able to identify who is accessing. Data analysis	Laptops from BCP	
Cost						£4,900
Total cost for Strand 3					£4,900	

Financial Summary		
	School budget	National Funding
Cumulative summary for all strands	£46,970	39,041
Total cost of plan (school budget & national funding) Please note some monies are being requested from the English Hub	£86,011	

Additional Information *(if required)*

This plan includes details of financial support requested from the English Hub for the subscription costs of Read Write Inc and the resources to implement it.

There is approximately £3,159 still available which could be used to purchase additional technology for children to access from home once we know the allocation from BCP.

Impact Assessment (Describe the impact of your strategies) use this form for informing LGB				
Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Impact
Develop outstanding quality first teaching.	All children	Children can settle to learn and show good learning attitudes.	Teachers	
Develop and implement Outstanding Teacher Programme	All children	The quality of outstanding teaching shows greater consistency (25% at least)	MH/VO	
Further develop the Reflective Video Teaching programme	All children	The quality of teaching across the school is never less than good	KT	
Additional teaching assistant to join the ELF team to provide intensive emotional support for children	Children identified as requiring ELSA support	Children are able to show good learning attitudes and remain in class.	NS	
Implementation of RWI phonics programme	All children in Early Years and KS1	Progress in phonics is rapid and sustained. Improved end of Y1 phonic check scores.	KP/JG	
Resources for the implementation of the RWI phonics programme	All children in Early Years and KS1	Progress in phonics is rapid and sustained. Improved end of Y1 phonic check attainment.	KP/JG	

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TA for FS2 to provide support for the 4 EHCP children and two high needs pending an EHCP request	The remaining children in FS2 will have access to TAs.	Reading to have accelerated through being heard every day.	SLT	
Early Language Intervention	Registered for Nuffield Early Language Intervention training for FS2 Teaching Assistants	FS2 children who had a low baseline assessment in Communication and Language is below expected.	VO	
Catch Up Reading Programme	Disadvantaged and boys will be the priority group (Y4 & Y5)	Children with low baseline assessment data	LP (SEN DCo)	
Dyslexia Gold subscription and license	Disadvantaged and boys will be the priority group (KS2)	Children with low baseline scores in PIRA	LP (SEN DCo)	

Access to online learning. Microsoft Teams will be used as the new online learning platform. In the event of a child self-isolating or complete bubble/school closure children will have access to current planning through PowerPoint slides, videos and live connections.	All	Children who are not in school will not miss out on learning. Having access to read teaching will enable them to continue to make good progress and receive meaningful feedback from their class teacher. Having access to their teacher will enable positive learning attitudes to continue.	MH	
Access to technology for teachers. Purchase a	All children and all	Children have access to	MH	
Access to technology. Office staff to	Children who have	Children are able to	MH	

Summary of impact & next steps