

Malmesbury Park Primary Academy School

Summary of Catch-Up Strategy

School information			
School	Malmesbury Park Primary School		
Academic Year	2021 - 22	Catch-Up Funding Received 2021-22	£34,291.00 (includes School Led Tutoring, Recovery Premium and additional 25% from school)
Total number of pupils	638 (695 including FS1)	% Disadvantaged Pupils	20%

Contextual Information (if any)
<p>Malmesbury Park is a significantly larger than average size primary school which includes a large resource provision for children with social communication needs. The school includes a large nursery with 39 spaces per session with a total of 57 children attending flexibly across the week. Over the last year the school has continued to experience low stability of pupils as a result of the location of the school between the University and the hospital. This means children often join the school mid-year with gaps in their knowledge caused through accessing differing parts of the National Curriculum or through being new into the UK. Over the last seven months there has been a significant increase in the numbers of pupils with little or no English. In July 2021 41% of the school population were EAL whereas it is now 54% as a consequence children and families require significant support. The impact of Covid in BCP has been significant with some of the highest rates in the UK with all BCP schools being placed under enhanced measures from November 21 until January 22. The school has seen some very high cases amongst staff and pupils resulting in large gaps becoming evident in the children's knowledge base. The school has responded through developing an extensive intervention programme, however, this has not always been able to operate due to staff Covid absences. The strategy of providing interventions is continuing where possible and will be extended into the next academic year.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
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 implementing a 'visible learning approach' across the school.
3	To carry out an in-depth analysis of need for all children following each summative assessment period. Alongside formative assessment, 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	To identify any gaps in learning and use quality first teaching and one to one and small group intervention to ensure children know more, can remember more and can do more.

Summary of Expected Outcomes <i>(what you are hoping to achieve)</i>	
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.
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 an additional teacher to work across KS1 and KS2 and two teaching assistants to run specific intervention programs and give phonics support.
4	All teachers know and can plan for the learning through a thorough analysis of the data of the children in their class. Children are identified and provided with additional support where needed which will close their gap in attainment.

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 'developmental drop in' program of monitoring and developing class teachers and middle leaders.	All children	The quality of outstanding teaching shows greater consistency (25% at least outstanding).	MH	Through DDI feedback forms	£9,000 (Main budget - release time)	£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
Evaluation of RWI & Fresh Start phonics programme following implementation in March 2021.	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 Spring Hill catholic school (English Hub)	£2,275.	
Cost					£20275	£0
Total budget for Strand 1					£20275	

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 teaching assistant using the 'catch up maths' program. Training in Catch Up programmes - 6 places	Individual children in years 2, 3 and 4 who need support in order to catch up. Pupil premium children and boys will be the priority groups.	By the end of the summer term PUMA scores will be in line to those prior to lock-down. The gap between pupil premium and non-pupil premium will be closed The gap between boys and girls will be reduced.	MH/L P	Data analysis End of term progress reports	£2,300 (training)	£0
1 to 1 tuition with a teaching assistant using the 'catch up literacy' program.	Individual children in years 2, 3 and 4 who need support in order to catch up. Pupil premium children and boys will be the priority groups.	By the end of the summer term PIRA scores will be in line to those prior to lock-down. The gap between pupil premium and non-pupil premium children will be closed The gap between boys and girls will be reduced.	MH/L P	Data analysis End of term progress reports	£0	£18,962
Teacher to work with identified children in year 2 to support writing.	EAL and pupil premium children to initially be targeted.	The gap between pupil premium and non pupil premium children in writing has been closed. The gap between EAL children and non EAL children in			£6780	£14129

		writing is closed. There is an increased number of children at the expected standard in writing in year 2 by the end of the summer.				
Additional teacher to support by taking a phonics group in year 1.	All children as this allows for closer grouping of children to the stage of phonics they are at.	Increased number of children passing the phonics screen at the end of year 1.	MH/K P	Half termly phonics assessment. Data analysis by subject lead.		£1,200
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	£0
Cost					£9080	£34291
Total budget for Strand 2					£43371	

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)
Continued use of Microsoft Teams to ensure children isolating at home are able to access learning.	All	Children who are not in school will not miss out on learning. Having access to reading activities, online maths lesson recording and addition project work	MH	Class teachers will continue to upload work onto Teams to support children when isolating. Gaps in attainment identified using both		£0

		will ensure they are not falling behind their peers.		formative and summative should be closed when comparing peers.		
Cost						£0
Total cost for Strand 3					£0	
Financial Summary						
					School budget	National Funding
Cumulative summary for all strands					£29355	£34291
Total cost of plan (school budget & national funding) Please note some monies are being requested from the English Hub					£63646	

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 (Autumn 2021/22)
Develop and implement 'developmental drop in' program of monitoring and developing class teachers and middle leaders.	All children	Improving the quality of teaching.	MH	It is evident through the DDI monitoring forms that differentiation is now more consistently used to ensure all children are able to access the learning and the level of challenge is correct. Success criteria are being used in lessons to support children's understanding in how to be successful. These were areas previously identified as needing to be developed.
Evaluation of RWI & Fresh Start phonics programme following implementation in March 2021.	All children in Early Years and KS1 (Year 5 and 6 for fresh start).	Progress in phonics is rapid and sustained. Improved end of Y1 phonic check scores.	KP	Continued assessments in phonics have meant children can be identified early for additional phonics intervention, which we have been able to provide. Children on the fresh start program are making progress within the units of work in the program. For the majority of the group this progress has also improved their reading assessment scores (PIRA) and has meant they are making rapid progress in their reading.
Teacher to work with identified children in year 2 to support writing.	EAL and pupil premium children to initially be targeted.	The gap between pupil premium and non pupil premium children in writing has been closed. The gap between EAL children and non EAL children in	MH	The additional teacher has worked initially in year 1, for the Autumn term. (Then moving to year 2). In the first half of the autumn term, all children were able to hold their pencil with a correct grip and children have been supported with pencil

writing is closed. There is an increased number of children at the expected standard in writing in year 2 by the end of the summer.

grips to improve this. Eye tracking was improving - children being able to follow the text on a page. In the second half term the children in the group established left to right orientation for writing. Letter formation improved for all children in the group, evidenced in their independent writing.