

Ormesby Village Junior School: Summary of Catch-Up Strategy

School information			
School	Ormesby Village Junior School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£13120 (Oct 2020 census)
Total number of pupils	164	% Disadvantaged Pupils	23.1%

Contextual Information (if any)
<ol style="list-style-type: none"> 1. Percentage of pupils eligible for PP in line with NA. 2. Percentage of pupils with SEND is currently at 20.1%, above the NA. EHCP percentage is 3%, also above NA. 3. Pupil roll is significantly below PAN capacity and this has led to a reduction in staffing. 4. Mixed age classes across the school make matching intervention strategies more challenging.

Summary of Key Priorities Based on EEF research and DfE expectations for allocation of spending	
A.	Priority 1: Targeted support (including small group and 1:1 tuition) for disadvantaged pupils.
B.	Priority 2: Targeted support (including small group and 1:1 tuition) for all pupils who have fallen behind.
C.	Priority 3: Investment in IT based solutions to support priorities 1 and 2, including building a sustainable approach to supporting pupils both in school and out of school.
D.	Priority 4: Ensuring existing English/maths interventions/schemes/resources are delivered consistently and properly/refreshed as required.

Summary of Expected Outcomes	
A.	By the end of Summer 2021, disadvantaged pupils will be achieving at least in line with their attainment pre-lockdown, as evidenced by case studies, assessment data and pupil books.
B.	By the end of Summer 2021, those pupils who were identified as falling behind at baseline (October 2020), or over the course of the year, will have caught up in the core subjects as evidenced by assessment data and pupil books.
C.	As soon as possible, additional devices and software will be in place to support A and B.
D.	By the end of Summer 2021, pupils will be achieving at least in line with their pre-lockdown attainment and in line with NA, as evidenced by assessment data and pupils' books.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(eg, Supporting Great Teaching)</i>	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. Effective baseline assessment	<ul style="list-style-type: none"> All teachers to assess pupils formatively by the end of September 2020 to determine an entry level. Data to be entered on PA and compared to end of Spring term in Y3/4/5/6. Planning in all year groups to address gaps, as well as consolidation/next steps. 	All pupils	<p>Gaps in learning will be addressed through whole class and individual/small group intervention (book scrutiny/data/progress meetings). Specific pupils will be prioritised because of effective on-going assessment.</p> <p>By end of summer term 2020/1 a majority of A1/B1 children will make good progress from their starting points and some will make accelerated progress so that they catch up and achieve in line with their pre lockdown attainment, and in line with NA.</p>	Class teachers	<p>Termly:</p> <ul style="list-style-type: none"> Moderation in core subjects Termly teacher assessment data analysis Subject leader work scrutiny Pupil progress meetings <p>Regular:</p> <ul style="list-style-type: none"> Lesson drop ins and observations Learning walks (COVID allowing) 	N/A	N/A
2. Support for Remote Learning - T and L	<ul style="list-style-type: none"> Develop a whole school Remote Learning Policy. Remote learning policy shared with parents. Additional devices and software purchased to support learning across the curriculum at school and at home. 	All pupils	<p>In the event of individual, group, local or national lockdown, all pupils will have remote learning provided which is in line with the school curriculum.</p> <p>Pupils and parents know how to access remote learning materials at home.</p> <p>Pupils computing skills improve because of increased access to devices.</p>	Class teachers	<p>Teachers will monitor pupils' engagement with remote learning at home on a daily basis.</p> <p>On-going teacher formative and summative assessment will inform how effective additional software is raising children's achievement.</p>	Up to £8000 from DFC	N/A

<p>3. High quality teaching for all and a focus on professional development</p>	<ul style="list-style-type: none"> • VNET purchased which enables all subject leaders to be members of community hubs, where national requirements/good practice can be shared. • All subject leaders to be supported to develop in their various roles, including understanding of 'deep dives' and Ofsted requirements. • School to continue to the second year of the 'Maths Mastery Programme'. 	<p>All pupils</p>	<p>Teachers are confident that teaching and learning meets national/statutory requirements.</p> <p>Teachers have opportunities to find out about good/different practice from other settings and deliver enhanced teaching and learning at Ormesby.</p> <p>Teachers are very clear about achievement and standards in their subjects and have clear action plans for sustaining strengths and addressing weaknesses.</p> <p>Maths teaching and learning aligns closely to mastery principles, enabling pupils to become more fluent and better at problem solving.</p>	<p>Head Class teachers Maths leader</p>	<p>Regular:</p> <ul style="list-style-type: none"> • Lesson drop ins and observations • Book scrutinies (COVID allowing) • PM reviews 	<p>£2000</p>	<p>N/A</p>
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<p>4. Whole school agreed teaching approaches to be consistent across the school.</p>	<ul style="list-style-type: none"> Read, Write, Inc. refresh programme for pupils across the school who are assessed as needing this scheme for reading. White Rose maths planning to be used primarily to support maths mastery – concrete, visual, abstract. TT Rockstars/Numbots/Spelling Shed to be used to enable pupils to consolidate learning, both at school and at home. 	<p>Specifically assessed pupils, including those eligible for PP</p> <p>All pupils</p> <p>All pupils</p>	<p>Pupils achieve at least in line with pre-lockdown attainment in reading.</p> <p>Pupils achieve at least in line with NA at the end of 2021 in Reading and maths.</p>	<p>Class teachers</p> <p>English leader</p>	<p>Half termly:</p> <ul style="list-style-type: none"> Subject leader monitoring of Refresh programme, maths books <p>Termly:</p> <ul style="list-style-type: none"> Summative assessment – data entered onto Pupil Asset <p>Regular:</p> <ul style="list-style-type: none"> Book scrutinies Lesson observations 	<p>Up to £1000 for software licences and subject leader release for maths mastery</p> <p>17.5 TA hrs per week to deliver the programme - £6320</p>	<p>0</p>
Cost - Sub-totals						£17320	0
Total budgeted cost for Strand 1						£17320	

STRAND 2: TARGETED SUPPORT

Element of Strand <i>(eg, Interventions)</i>	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>High quality small group Y6 reading comprehension catch up. After SATs the same intervention to be offered to Y5 pupils</p>	<ul style="list-style-type: none"> Weekly reading comprehension using Literacy Shed resources – VIPERS approach 	<p>Y6 pupils who have been identified as needing to catch up following lockdown because they need to be EXP at end of Y6, but currently are below EXP – includes some pupils eligible for PP.</p> <p>As above for Y5 pupils after SATs</p>	<p>Pupils achieve at least in line with their pre-lockdown attainment in Reading and achieve EXP in reading SATs.</p> <p>Pupils end the year achieving at least in line with their pre lockdown achievement.</p>	<p>Headteacher</p>	<p>Weekly</p> <ul style="list-style-type: none"> On-going assessment <p>Termly</p> <ul style="list-style-type: none"> Summative assessment 	<p>2 hours per week</p> <p>£3600</p>	<p>0</p>

<p>High quality after school catch up sessions led by class teachers for all year groups</p>	<ul style="list-style-type: none"> Catch up sessions focussing on reading comprehension and maths calculation strategies/problem solving/application of strategies to word problems. 	<p>Initially pupils in all year groups who have been identified as needing to catch up because they were working at EXP before lockdown, but are now just below/below EXP and need to catch up rapidly. Some pupils are eligible for PP.</p>	<p>Pupils achieve at least in line with their pre-lockdown attainment and achieve EXP in Reading and Maths by July 2021.</p>	<p>LA/CR/S Y</p>	<p>Weekly</p> <ul style="list-style-type: none"> On-going formative assessment to inform future planning <p>Termly</p> <ul style="list-style-type: none"> Summative assessment 	<p>0</p>	<p>£3000 Three teachers – 3 hours weekly over 30 weeks</p>
<p>High quality TA support – one to one plus small group – maths and phonics/reading comprehension</p>	<ul style="list-style-type: none"> Small daily maths group for Y5/6 pupils, including those eligible for PP/SEND One to one additional support for specific pupils eligible for PP/SEND Small group support for reading and phonics across Y3/4/5/6 	<p>Y5/6 pupils who are working well below ARE, including those eligible for PP/SEND</p> <p>Pupils across the school who need additional support in English to catch up rapidly and make good progress from very low starting points</p>	<p>Pupils achieve at least in line with their pre-lockdown attainment in maths and English.</p> <p>Very vulnerable pupils are supported to remain in a mainstream setting.</p>	<p>NB/TK/ DS</p>	<p>Weekly</p> <ul style="list-style-type: none"> On-going formative assessment to inform future planning <p>Termly</p> <ul style="list-style-type: none"> Summative assessment 	<p>6840 4568</p>	<p>8640</p>

One to one maths tuition	<ul style="list-style-type: none"> Up to 30 individual one hour maths catch up sessions – on-line 	Pupils in Y4/5 who have been identified as needing to catch up, including those eligible for PP.	Pupils achieve at least in line with pre-lockdown attainment.	NTP	Termly <ul style="list-style-type: none"> Summative assessment 	0	2040
Cost - Sub-totals						15008	13680
Total budgeted cost for Strand 2						28688	

STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(eg, Access to technology)</i>	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)
Supporting pupils social, emotional and behavioural needs.	<ul style="list-style-type: none"> 'Happy to be Me' nurture provision 	Identified children across the school who have specific SEMH needs, including those that are eligible for PP	Pupils are supported to identify, talk about and manage their feelings in a small, safe group setting.	SENDCO	6 x weeks – each term	6 hrs per term -	N/A
Cost - Sub-totals						196.92	0
Total budgeted cost for Strand 3						196.92	

Financial Summary

Cumulative Sub-total for all strands	32524.92	13680
Total budgeted cost for all strands	46204.92	

