

School information			
<b>School</b>	Margaret Wix Primary School		
<b>Academic Year</b>	2020-21	<b>Catch-Up Funding Received 2020-21</b>	Provisional: £12,640 Plus: £1500 (to support set up of Remote Learning) Total: £13,140
<b>Total number of pupils</b>	142	<b>% Disadvantaged Pupils</b>	34%

Contextual Information (if any)
<p>Margaret Wix Primary School has a high level of need through both disadvantaged (34%) and SEN (34%)The school is situated on the New Green’s estate in St Albans which has a high level of deprivation. Many families required support during lockdown with food, mental health and educational support. A range of online and paper based learning was set and staff rang every child at least weekly to support with their learning and any support they needed as a family. School emails were set up to further allow communication between parents and teaching staff. Engagement with home learning was 73% by the end of lockdown through the efforts of all members of staff.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
<b>A.</b>	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
<b>B.</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.
<b>C.</b>	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	
<b>A.</b>	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.
<b>B.</b>	By end of Autumn term 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.
<b>C.</b>	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.



## Summary of Catch-up Strategy

<b>STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES</b>					
<b>Element of Strand</b>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>
Supporting great teaching	Continued, thorough and focussed monitoring programme. Clear calendar for monitoring focused on key priorities and shared with staff. Training/CDP for staff as required.	Across all classes	SLT and Maths/English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary. Book monitoring to be a priority in Autumn Term.	<b>DJ/CG and subject leaders where appropriate</b>	Monitoring calendar in place and shared with all staff. Book monitoring recorded in writing for whole school feedback and for individuals. Meetings where support is required with actions and review date set.
Transition support	Transition day for Years 1-6 (summer term) Transition plans for EYFS. Individual support for children with additional needs – bespoke plans where required.	All classes Individuals requiring additional support	This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff build trusting and respectful relationships with children quickly to enable successful learning.	<b>DJ/CG/ KP and LCP</b>	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans.
Catch up curriculum	Catch up curriculum for Years 1-6. EYFS focus on prime areas to ensure children are ready for their next stage of learning. Training in English and Maths to ‘dovetail’ gaps in learning with expectations for their current year group curriculum.	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety following COVID return	This will have a significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID. Children will be ready for their next stage of learning. Children will ‘catch up’ learning missed without missing expectations of their current year group. No further gaps created.	<b>Class Teachers</b>	Use of Back on Track Herts for Learning Curriculum Planning for Maths and English.  Use of the Recovery Curriculum – shared with all staff and on our school website.

## STRAND 2: TARGETED SUPPORT

Element of Strand	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?
<p>Small group/1-1 interventions during school day (afternoons)</p> <p>(Years 5 and 6)</p>	<p>Targeted interventions - small group/1-1 delivered by trained staff</p> <p>Resources to enable successful intervention including the payment of staff</p> <p>Employment of part time teachers to deliver interventions</p>	<p>Children across the identified as needing support in English and/or Maths.</p>	<p>A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.</p>	<p><b>DJ/CG/S I</b></p> <p><b>Staff to deliver: SW, SD, AR.</b></p>	<p>Scores in testing</p> <p>Moderation</p> <p>Work in class/books to show application</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions using Provision Map</p> <p>Baseline work comparisons.</p>
<p>Small group/1:1 intervention during the school day/before school.</p>	<p>Targeted intervention delivered by class teachers/class TAs.</p> <p>Readers when reading is not happening at home.</p> <p>Staff to deliver areas of the curriculum that are key to development eg telling the time.</p>	<p>Pupils from across the school identified as requiring support</p>	<p>A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.</p>	<p><b>Class teachers and TAs</b></p>	<p>Scores in testing</p> <p>Moderation</p> <p>Work in class/books to show application</p> <p>Pupil progress meetings</p> <p>Learning walks/observations</p> <p>Tracking of interventions using Provision Map</p> <p>Baseline work comparisons.</p>
<p>Support for social, emotional, mental health</p>	<p>Music Therapy Groups</p> <p>Nurture groups</p> <p>Violin/Guitar Lessons</p> <p>Interventions (1:1/small group)</p> <p>Learning mentors</p> <p>Referrals to outside agencies</p> <p>Resources (where required)</p> <p>Staff training</p>	<p>Pupils from across the school identified as requiring support</p>	<p>Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.</p>	<p><b>DJ/CG/KP/LCP</b></p>	<p>SDQ start and end of intervention to measure progress</p> <p>Discussions with staff/families before, during and after intervention to measure progress/improvements</p> <p>Use of Provision Map to track interventions and progress.</p>

## STRAND 3: WIDER STRATEGIES

Element of Strand	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?
Access to technology	Use of Microsoft Teams to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents. Also continued use of Tapestry.	Year 1 to 6	Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.	DJ/AA	Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels
Effective tracking and monitoring of interventions	Provision mapping	All children	Central platform for the submission and tracking of interventions and provision.	DJ/LC P	Baselines on recognised tests to be recorded, along with interventions being offered, progress reviews with teachers and any testing updates and impact to be evaluated.
Logins for Timetables Rock Stars, Numbots, Tapestry and other educational resources for home use (already used in school)	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	DJ AA Class Teachers	Check parental sign up and engagement for Tapestry (EYFS) At parents meetings ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.
Assessments/Testing - Support for Parents	Information to be sent out about the EYFS ELG's, Phonics, Year 2, Year 4 and Year 6 programmes of study and how they can support their child with their learning at home.	R, 1, 2, 4 and 6	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.	DJ/CG	Information of these to be sent to parents by Parent Interviews. (November 2020)  Impact to be evaluated through the test scores that children are achieving and conversations with parents at parents evening.
Attendance - Support for Parents	Employment of Sam Morriss to track and chase up persistent absenteeism. Exceptionally high importance placed on tracking, monitoring and tacking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	DJ, SM.	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.