

Summary of Catch-Up Strategy

This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the DFE catch-up programme and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with national guidance**.

School information			
School	Ashmount Primary School		
Academic Year	2020-2021	Catch-Up Funding Received 2020-21	£32, 480
Total number of pupils	427	% Disadvantaged Pupils	49.6%
Contextual Information (if any)			
<p>Ashmount Primary School is a diverse community school on the northern fringes of Islington situated at the top of Crouch hill within Crouch Hill Park. The common barriers identified for Ashmount children who are disadvantaged are; low language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There is also a huge difference in the cultural capital that this group experiences. There may also be complex family situations that prevent children from flourishing. These challenges are varied and there is no “one size fits all” approach at Ashmount. We offer a bespoke approach based on individual need. These issues have been compounded by the pandemic and the majority of these key groups having spent further time away from school during the lockdown – this has further heightened these disparities</p> <p>Using a range of evidence, as well as our knowledge of the children in each year group, we have identified a number of strategies that will close the progress and attainment gaps between children who have been further disadvantaged by the Spring and Summer term lockdown. Having conducted extensive analysis of our Autumn 1 data and data from other sources, such as Pupil Progress Meetings, we have identified the priorities below.</p>			
Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)			
A.	To maintain high attendance throughout the school year and ensure parental engagement with learning.		
B.	Maximise learning time through lengthening the school day and through holiday learning programmes.		
C.	Increase the number of professionals able to effectively support children to achieve the age related outcomes and re-establish positive learning behaviours.		
Summary of Expected Outcomes			
A.	An attendance target of 97.5%, high engagement in parent workshops and positive feedback in parent voice survey.		

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B.	Attainment: 91% of KS1 children pass Phonics Screening checks by Summer 2. 80+% of children are working at ARE (or above) in reading, writing and math by Summer 2.
C.	Accelerated progress for children in intervention programmes and our partnerships with professionals are supported by excellent organisation and communication.

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STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(e.g., 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)
Language Development – Reception	Nuffield Language Programme	Reception – lower attainers in Communication and Language / PPG	Above average progress in Communication and language and Literacy for those children in the programme.	Louise - Team 1 Early Years and RWI Lead	In teachers’ summative data in related subjects. In programme specific assessment.	£6,000	
Language Development – KS1	I CAN - Talk Boost KS1 programme	Year 1 and 2 – Year 1: lower prior attainers in Communication and Language /PPG Year 2: lower prior attainers in Communication and Language /PPG/ Lower attainers in Writing	Above average progress in English for those children in the programme.	Rebecca - Team 2 and English Lead	In teachers’ summative data in related subjects. In programme specific assessment.	£2,500	
Year 6 - 10 weeks of Home Learning and Chrome books	LBI programme	Year 6 – Black Caribbean and White British disadvantaged for Chromebooks All Year 6 for the 10 week provision	Increased family engagement in learning, increased engagement in home learning, positive impact on attainment	Mairead - Team 3 Lead	End of programme assessment as required by LBI	£1,000	

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<p>Progress in reading comprehension and maths</p>	<p>Booster Sessions – before school sessions with school staff for years 3 and 4</p> <p>Google Chromebook support sessions before school (or remotely) for Year 6 to support Islington 10 week programme.</p>	<p>Year 3: lower attainers / PPG Year 4: lower attainers / PPG Year 6: lower attainers / PPG/ other disadvantaged</p>	<p>Above average progress in Reading for those children in the programme. Above average progress in the subjects covered for the year 6 children.</p>	<p>Ellie – Deputy Head teacher - Teaching and Learning</p>	<p>In assessment notes from staff running sessions. In children’s confidence and engagement in learning. In teachers’ summative data in related subjects.</p>	<p>£11,200</p>	
<p>Progress in Phonics and reading</p>	<p>RWI phonics training and implementation.</p>	<p>All year groups</p>	<p>Outstanding phonics teaching and learning. All children make improvements on their half termly assessments. 90% of KS1 children passing phonics screening by T6.</p>	<p>Louise - Team 1 Early Years and RWI Lead</p>	<p>Observations of phonics lessons. Analysis of data with RWI and English Leads.</p>	<p>Training cost plus ongoing support:</p> <p>CPD: £2000</p> <p>Staffing: £28,400</p>	

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<p>Timely and accurate assessment to inform excellent quality first teaching</p>	<p>Adapting the curriculum in Autumn 1, then beyond, using baseline assessments which identify gaps in knowledge and understanding.</p>	<p>All year groups</p>	<p>Staff use gap analysis to identify areas of the curriculum that have been most impacted by the reduced school offer. Use this to inform short and medium term planning for lessons and interventions.</p> <p>By Summer term, we will return to a full broad and balanced curriculum.</p>	<p>All staff. Led by Ellie – Deputy Head teachers - Teaching and learning.</p>	<p>Gap analysis in tests/baselines and summative teacher assessment. Planning looks by Team Leads and books looks demonstrate adapted curriculum approach. Evaluation of half-termly assessments with teachers. Assessment and actions agreed in Weekly/ fortnightly pupil progress meetings.</p>	<p>£6,000</p>	
Cost - Sub-totals						<p>£57,100</p>	<p>£0</p>
Total budgeted cost for Strand 1						<p>£57,100</p>	

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STRAND 2: TARGETED SUPPORT							
Element of Strand <i>(e.g., 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>1:4 tutoring – Reading – NTP – FFT Lightning Squad</p>	<p>Reading tutoring by NTP provider (FFT Lightening Squad)</p> <p>Tutor works full-time in school for 6 weeks, running ten 30-minute tutoring sessions each day from 9am to 3pm.</p> <p>4 pupils attend each 30 minute tutoring session (2 pairs of pupils working together).</p> <p>January start.</p>	<p>40 children</p> <p>Year 1, 3 and 4 children who are in the lowest attaining 20%</p>	<p>Children make accelerated progress from start point and achieve ARE by Summer 2.</p>	<p>Ellie – Deputy Head teacher Teaching and Learning</p> <p>Rebecca - Team 2 and English Lead</p>	<p>Weekly/ fortnightly pupil progress meetings track progress and identifies intervention needs. Half-termly assessments linked to gaps identified in baseline.</p>		<p>FFT Lightning: £55.00 per pupil, 15 hour block</p> <p>40x55= £2200</p>

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<p>1:1 tutoring – Maths – NTP – Third Space online</p>	<p>Maths tutoring by NTP provider (Third Space)</p> <p>Weekly, one hour online 1-2-1 tutoring.</p> <p>January start.</p>	<p>40 children in total.</p> <p>20 Year 6 children who are in the lowest attaining 20% spring term, 20 Year 5 children summer term</p>	<p>Children make accelerated progress from start point and achieve ARE by Summer 2.</p>	<p>Ellie – Deputy Head teacher Teaching and Learning</p> <p>Christiane – Maths Lead</p>	<p>Weekly/ fortnightly pupil progress meetings track progress and identifies intervention needs. Half-termly assessments linked to gaps identified in baseline.</p>	<p>£200 per pupil, plus £70 per second child</p> <p>20x275 x 2 = £5500</p> <p>This covers both Spring and Summer term provision.</p>
<p>1:5 tutoring with Ashmount Teachers</p>	<p>Tutoring with Ashmount Teachers after school booster groups delivered by the class teacher, plugging gaps identified from baseline assessment</p>	<p>Year 3, 4 and 5 children who are lower attainers in phonics, reading and maths</p> <p>10 Children from each year group</p>	<p>Accelerated progress in tutored areas.</p>	<p>Ellie and Ross – Deputy Head teachers</p>	<p>Evidence from tutoring sessions. Pupil progress meetings. Teacher’s summative assessment.</p>	<p>£29 per hour 12 week block</p> <p>12 x29=£348</p> <p>6 X £348= £2088</p>

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<p>Intervention – groups of up to 20, by year groups – holiday sessions</p>	<p>February Half Term learning club Easter Holiday Learning Club Summer Half Term learning Club</p>	<p>Children in year 5 and 6 who are lower attaining in reading, writing and maths at Spring 1/ Spring 2/ Summer 1.</p>	<p>Accelerated progress and reaching ARE by Summer 2.</p>	<p>Tony – Head teacher</p>	<p>Evidence from tutoring sessions. Pupil progress meetings. Teacher’s summative assessment. End of session/programme assessment.</p>		<p>£29 per hour 4-day block x 3 5 hrs per day 4-day block 4 teachers @ 5hrs a day £29 (150 x4 +600x4 =£2400 x 3 = £7200</p>
<p>1:2 Maths Intervention – Number Champions</p>	<p>Number Champions – year 2 and 3</p>	<p>Up to 9 children in year 2 and 3 who are lower attaining in Maths – number.</p>	<p>Accelerated progress in Maths.</p>	<p>Ellie – Deputy Head teacher Teaching and Learning Christianne – Maths Lead</p>	<p>Baseline and end of programme assessment. Pupil progress meetings. Teacher’s summative assessment.</p>		<p>9 x £60 per child per year 9 x £60=£420 Plus £60 admin – fees = £480</p>

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<p>1:3 Maths tutoring in Year 2 – Fresh Start/ Fleet Tutors</p>	<p>Fresh Start or Fleet Tutors - NTP partner – Year 2</p>	<p>15 Year 2 children – PPG cusp children in Spring or Summer (review based on data at end of Autumn 2)</p>	<p>Accelerated progress in Maths.</p>	<p>Ellie – Deputy Head teacher Teaching and Learning Christiane – Maths Lead.</p>	<p>Baseline and end of programme assessment. Pupil progress meetings. Teacher’s summative assessment.</p>		<p><u>For Fresh Start</u> £438 per 3 children for 12 sessions 438 x 5 (15 children) = 2,190</p>
<p>1:5 Intervention x 2 (one maths and one reading)</p>	<p>NTP Academic Mentor (Teach First or other) Maths and Reading</p>	<p>Children who are lower attaining (priority for PPG) in Reading and Maths Yr. 2, 4 and 5).</p>	<p>From baseline, 90% children to ARE by Summer 2.</p>	<p>Ross – Deputy Head teacher Teaching and Learning Rebecca Team 2 Lead</p>	<p>Pupil progress meetings track progress and identifies needs. Half-termly assessments show progress Drop-ins on interventions.</p>		<p>2 x £5,200 =£10,400</p>

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<p>1:2 intervention x 2</p>	<p>Action Tutoring</p>	<p>Children who are lower attaining PPG 20 children in Reading and Maths Yr. 5 and 6.</p> <p>6 will cover Reading and Maths (Autumn and Spring terms)</p> <p>5 will cover Reading or Maths (Spring and Summer Terms)</p>	<p>From baseline, 90% children to ARE by Summer 2.</p>	<p>Ellie – Deputy Head teacher Teaching and Learning</p> <p>Mairead Team 3 Lead</p>	<p>Pupil progress meetings track progress and identifies needs. Half-termly assessments show progress Drop-ins on interventions.</p>		<p>Richard Reeves Funding - £8,000</p>
<p>Additional interventions to be decided on December review of data and need.</p>				<p>Ross and Ellie – Deputy Head teachers Teaching and Learning with Team Leads</p>	<p>Pupil progress meetings track progress and identifies needs. Half-termly assessments show progress Drop-ins on interventions.</p>		<p>£2422</p>
<p>Cost - Sub-totals</p>							<p>£40,480</p>
<p>Total budgeted cost for Strand 2</p>							<p>£40,480</p>

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STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(e.g., 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)
Curriculum design	Changes to the curriculum to prioritise phonics, R, W and M in Autumn. Ongoing review of this with staff and children to adapt as the year goes on.	All children but especially those most impacted academically by reduced school offer.	Accelerated progress in Phonics, R,W and M.	Ross and Ellie – Deputy Head teachers Teaching and Learning	Summative data. Progress from baseline. Timetables, learning walks, book looks.	£15,000	
Recovery Curriculum	A Recovery Curriculum in place across the year to support wellbeing and readapting to being in school (SEMH). This is reviewed and adapted.	All children. In Autumn 1 staff identify those children who have a greater need to support and where needed support from partners/ external agencies is put in place through DHT SENDCO.	Children settle well back into school, learn to learn together, negotiate challenge, their wellbeing is prioritised.	Ellie – Deputy Head teacher Teaching and Learning Annabel Deputy Head teacher	Class timetables. Behaviour reports. Feedback from staff and children.	Staffing costs plus £2,000 for resources	

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				Inclusion			
Supporting parents to support learning at home	Half-termly year group parent workshops (which replace a staff meeting) and related resources from Spring 1. Delivered by teachers, focusing on priorities from the data.	All year groups	Greater parental engagement in home learning to support reading and arithmetic. Stronger link between home learning and classroom learning. Greater engagement with the home learning offer from children and families.	Teachers. Led by SLT.	Attendance to sessions. Engagement in home learning by children. Feedback from parents.	£2000	
Access to technology	Ensuring families have access to technology to access home learning.	Those families identified through the survey.	Greater engagement with the home learning offer from children and families.	Tony-Head teacher	Engagement in home learning by children. Feedback from parents.	Part of £11,000 chrome book cost	
Change to Pupil Progress approach	Change pupil progress meetings to weekly (Years 2 and 6) and fortnightly for other year groups. Have a specific focus, take place in year group teams.	All year groups.	A closer team view of the data, more quickly responsive in changes to teaching and learning. A very clear picture of the key children and groups in each year groups and the provision in place for them and what more is needed	Ellie – Deputy Head teacher Teaching and Learning	Progress and attainment data. Children’s engagement in and access to the learning that helps them to make the most possible progress at their level.	Weekly cost of staff deployment £450 x 36= £16,200	
Cost - Sub-totals						£35,200 (not incl. ChromeBooks)	
Total budgeted cost for Strand 3						£35,200	

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Financial Summary

	Cumulative Sub-total for all strands	£132,780	
	Total budgeted cost for all strands	£132,780	

Additional Information (if any)

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