



Catch Up Strategy Statement

Children across the country have experienced unprecedented disruption to their education as a result of the COVID-19. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. At Portway Junior School we do not use the term 'catch-up' as we believe it is not a helpful phrase for pupils, parents or staff.

We know, at Portway Junior School, that we have the professional knowledge and expertise to ensure that children recover and get back on track. The government has announced funding to support children to catch-up. This includes a one-off catch-up premium for 2020/21.

A total of £19,230 will be allocated to Portway Junior School. This is an £80 grant for each pupil. £7,600 will be received in the autumn term with a further £11,630 received in the spring and summer terms.

Catch-up allocation this academic year	£19,230
Academic year covered by the statement	2020-2021
Review Date	July 2021
Statement authorised by	Tim Deery

Since July 2020, leaders in school have been following best practice guidance documents and approaches published by the Department for Education (DfE), and the Education Endowment Foundation (EEF) to ensure that the additional funding is directed in the most effective way. Approaches taken by the school are driven by our detailed knowledge of the pupils' current attainment and will draw upon evidence-based approaches that are proven to have a positive impact on closing gaps.

Our programme will support children in the following ways:

Teaching and whole school strategies:

- Supporting high quality teaching: This is the most effective way to support pupils to achieve the highest possible outcomes. Prior to the new academic year, teachers had time to review and plan a recovery curriculum, following the Hampshire Advisory Team's model. The autumn term was dedicated to teaching the recovery curriculum as advocated by the HIAS Advisers linked to the school. On-going support is provided by the school's staff team, the SENDCo and maths/English leads.
- Pupil assessment and feedback: careful questioning during lessons, and the use of the mutli-dimensional fluency scale, moderation of independent writing across the school, reading assessments and end of unit assessments for maths have been used to identify particular areas where pupils have forgotten or

misunderstood key concepts; this is to ensure that new material being taught builds on secure foundations. These assessments have also been used to identify pupils who would benefit from additional support. During all teaching pupils will be provided with high quality feedback, building on accurate assessment.

- Transition support: Transition events were held in July 2020 to allow all pupils to conclude the year with their current class teacher and to find out who their new teacher would be. There was also a comprehensive handover between staff and careful provision for pupils who receive extra pastoral support. On their return to school in September, the first two weeks were focused on supporting transition and wellbeing. This has been further supported in school by the Inclusion Team with bespoke support for specific pupils.

Targeted support:

- 1:1 and small group tuition: Dedicated staff have been deployed to support and deliver both academic and pastoral support. Extra teaching staff in every year group, work with individuals and small groups of pupils, under the direction of the class teacher, in order to close the gaps in pupils' knowledge. In addition, the Inclusion Team supports pupils' pastoral, social, emotional and behavioural needs in the forms of 1:1 time with a dedicated adult, small group sessions and outdoor learning opportunities.
- Intervention programmes: Structured intervention programmes are delivered within year groups by a teacher or LSA and these support those pupils who have fallen behind the furthest. Depending on need, these are delivered on a 1:1 basis or in small groups.

Wider strategies:

Supporting parents and carers: The Inclusion Team works alongside the Family Support Worker (FSW) to provide regular and supportive communications with parents, especially to increase attendance and engagement with learning. The FSW also leads on ensuring that food vouchers and other financial support are given to the families most in need during term time as well as during school holidays.

Access to technology: Technology is even more important than ever to support learning in the events of local or national lockdowns or an individual/family needing to complete an isolation period. All staff have been trained in the use of Google Classroom in the event of remote teaching and learning needing to be implemented. Communication with parents has been established through email and the use of Google Classroom. A significant number of Chromebooks have been sourced, purchased and used with the most disadvantaged families in order to ensure that everyone has access to online learning and resources.

Catch-Up Strategy Statement 2020-2021

	Objective	Measures	Resources	Projected Spending
Teaching and whole school strategies	To ensure staff have the relevant skills, knowledge and training to provide high quality teaching to all.	<ul style="list-style-type: none"> Learning walks demonstrate good and better teaching. Staff are supported to ensure any gaps in training are met. Regular training in staff meetings/INSET <ul style="list-style-type: none"> Pedagogy, Principles of Instruction, Comparative Marking, Assessment strategies, Effective use of Google Classroom as an online platform to deliver online learning. Resources and strategies to support online learning Pupils make progress. 	<ul style="list-style-type: none"> CPD for NQTs Maths/English leads to complete learning walks with HIAS Advisers Senior leaders, SENDCo, and maths and English curriculum leads to deliver training 	£5,743
	To continue the professional development of support staff to ensure they are equipped with the knowledge and skills to support pupils academically and emotionally.	<ul style="list-style-type: none"> Senior leaders to deliver training on: <ul style="list-style-type: none"> Identifying behaviours that will need pastoral support Ways in which children learn Proven strategies of support Effective use of Google Classroom as an online platform to deliver online learning. Resources and strategies to support online learning Pupils make progress 	<ul style="list-style-type: none"> Senior leaders & SENDCO to deliver training and support SEND Adviser support 	
	To identify gaps in pupils' learning and where support is needed to improve pupils' outcomes.	<p>Supported by additional staffing:</p> <ul style="list-style-type: none"> Reading, maths assessments and school-moderated independent writing to identify gaps Pupils identified for targeted support and progress tracked. 	<ul style="list-style-type: none"> Mutli-dimensional fluency scale White Rose assessments English HIAS Adviser support re comparative writing scale Pupil Progress meetings with senior leaders 	
	To support groups of pupils to catch up identified skills and knowledge to ensure	<p>Supported by additional staffing:</p> <ul style="list-style-type: none"> Focus on consolidating basic skills - handwriting, spelling of high frequency words, writing stamina, 	<ul style="list-style-type: none"> 1:1 or small group interventions - flexible to each year group / pupil 	£8,500

Targeted support	progress is made	<p>sentence punctuation, times table recall, the 4 operations, and reading skills relevant to age.</p> <ul style="list-style-type: none"> Where appropriate, provide phonics and early reading intervention. Identified pupils make progress 	<p>need.</p> <ul style="list-style-type: none"> Pupil Progress meetings with senior leaders to 	
	To provide emotional, social, behavioural support to pupils who have experienced difficulties during the pandemic in order for them to be ready to participate well in academic learning	<ul style="list-style-type: none"> Inclusion Team to identify pupils who need pastoral support and to design and implement bespoke support programmes for 1:1 or small group support. SENDCo and SEND support teacher work alongside class teacher/LSA to ensure that pupils' social and emotional barriers can be addressed in order for learning and progress to happen. Identified pupils engage fully with classroom learning and make progress. 	<ul style="list-style-type: none"> 1:1 and small group pastoral interventions. SENDCo and SEND support teacher to identify bespoke learning for individual pupils. To be provided by the SEND support teacher, class teacher and LSAs as appropriate. FSW worker to support parents/families of identified children 	
Wider strategies	To ensure pupils have access to learning in the event of a local or national lockdown or if an individual family needs to self-isolate	<ul style="list-style-type: none"> Source and purchase Chromebooks, tablets and mobile internet provision for pupils with no or inadequate access for remote learning. Provide parents / pupils with paper packs of learning if required. In the event of a local/national lockdown, the Inclusion Team are to monitor the engagement of vulnerable/disadvantaged pupils' home learning and intervene / support as necessary. Pupils engage with remote learning and make progress 	<ul style="list-style-type: none"> Chromebooks / mobile internet Home visits 	£5,000
	Disadvantaged families are given support to manage financially.	<ul style="list-style-type: none"> Families will receive food vouchers and additional support to help meet financial needs 	<ul style="list-style-type: none"> Government awarded 	