

Little Gaddesden C of E School - Summary of Catch-Up Strategy

School information			
School	Little Gaddesden Church of England Primary School	Academic Year	2020-21
Catch-Up Funding Received 2020-21	Provisional: £8 080	% Disadvantaged Pupils	5%

Contextual Information (if any)
<p>Little Gaddesden C of E School is a small village school. It's Christian ethos shapes the vision of the school. The school has 97 pupils currently on roll who are taught in mixed age classes. We can have quite a highly mobile pupil population, resulting in sudden change of pupils' characteristics. Many pupils have limited experience of the wider world. During lockdown, opportunities to build cultural capital were halted. This remains a challenge with the full opening of schools in September.</p> <p>The school is in a relatively affluent area but there is wide economic diversity across the school community. With pupil mobility and pupils joining in KS2, additional support is needed on establishing secure learning foundations</p> <p><u>Lockdown 1</u></p> <p>In the first lockdown (March 2020) pupils were given a range of paper-based resources and access to online links with further learning shared with parents via email. The school closed completely after the first week of Lockdown as only two pupils needed access to childcare and this was facilitated via a local child-minder. After the Easter break the school reopened for key worker pupils, with vulnerable pupils contacted and encouraged to attend. Pupil numbers gradually increased with more key-worker and vulnerable pupils attending.</p> <p>From May half-term the school was able to provide home-learning support via Google classroom, the school had swiftly reacted to the government offer of a learning platform.. This significantly enabled more personalised interaction. Staff continued to offer live storytelling several times a week enabling classes to have social interaction. Families were regularly contacted via classroom or phone to offer support as needed, particularly for families where engagement was limited. Loan devices were provided to several families to enable better access for pupils. The school also invested in a range of online resources to enable pupils to engage in learning - staff were upskilled to make effective use of new resources.</p> <p>Initially, years R, 1 and 6 attended school. Having surveyed parents it was clear that it would be beneficial for more pupils to return to school. From 22 June 2020 all year groups attended school. Years R-2 for 4 days each week and Years 3-6 two each week. Other days pupils were provided with online learning.</p> <p>Only pupils with health issues did not return to school. Year 6 pupils were supported through transition to their next school including a covid-safe form of leavers' celebration. Transition days were timetabled into partial school return enabling pupils to return in September, having met a new class teacher and new class environment.</p> <p><u>Lockdown 2</u></p> <p>The school remained open for all key worker and vulnerable pupils. With broader categories for key workers identified from the Government, more pupils were supported with in-school learning. This varied between full attendance to a few days each week. When pupils were not in school, they accessed remote learning alongside their peers.</p> <p>Having already established Google classroom with KS2, these pupils and families smoothly moved to online provision. KS1 and EYFS rapidly established Google classroom provision for pupils and families as a mechanism to deliver and support learning. Pupils were also provided with paper-based resources and equipment (predominantly mathematics manipulatives) to support remote learning. Staff were available via classroom to provide support and answer questions both in real-time and when marking work. Staff provided high quality recorded learning, enabling families to access resources at times that were best for them depending upon their own situations and demands of working from home. To maintain a sense of connection and community, class teachers offered regular live story-telling, also enabling pupils to interact with each other.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Establish baselines for all pupils to identify gaps and support needs including review of pupil well-being and mental health / emotional needs.
B.	Re-build pupil stamina for learning and return to school routines whilst enabling support for mental well-being to overcome emotional impact from home-learning.
C.	Provision of catch-up where needed to enable identified pupils to access curriculum and engage in learning for their new year group.

STRAND 1: TEACHING AND WHOLE SCHOOL 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?
Quality first teaching	monitoring / lesson observations by HT, SENDCo, curriculum leads priorities identified, shared with staff and regularly reviewed.	All classes	Pupils engaged in learning Targeted pupils making accelerated progress	All staff	Half termly reviews Feedback of observations Support provided when needed.
Curriculum	EYFS focus on prime areas enabling pupils to be ready for next stage. Training and access to Back on Track resources which can be integrated with expectations for current year group curriculum.	All classes	children are able to be ready for learning. Children 'caught-up' and impact of Covid negated	all staff	subject leads to review curriculum approaches review of baseline assessment
	Introduction of Zones of Regulation	All class	impact on pupil well being and enabling them to identify and manage their emotional	all staff	pupil voice pupils able to demonstrate emotional control and better well-being. Pupils are able to discuss well-being effectively.

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?
small group / 1:1 intervention	targeted support, delivered by trained staff. purchase of resources to enable support Additional hours for staff	As identified from review and assessments.	Targeted pupils make accelerated learning and gaps closed.	HT /subject leads maths / english	review of assessment and action plans Book scrutiny pupil progress meetings learning walks / lesson observations
Additional intervention (before/ after school, lunchtimes)	Targeted interventions for small groups from trained staff staff costs resources to support interventions	pupils in KS 2 as identified	closing of identified gaps	HT	review of assessment and action plans Book scrutiny pupil progress meetings learning walks / lesson observations
SEMH support	referrals to outside agencies where required mentoring counselling (?) focus on PSED for EYFS	identified pupils	Pupils' individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	HT / SENDCo	Discussions with staff / families and pupils review of provision maps review of learning behaviours

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?
online learning	investment in G-suite Purple mash My maths TT Rockstars Nessy Tapestry Active learn First news	all pupils	Effective home-learning provision that can be accessed by pupils and parents Access to support from school staff.	HT	Pupils continue to make progress monitor pupil engagement when learning from home Feedback from pupils and parents
Access to technology	Purchase of chromebooks to enable older school devices to made available for loan	all pupils	Pupils are able to access home learning on an appropriate device.	HT	Pupils continue to make progress monitor pupil engagement when learning from home Feedback from pupils and parents
	Use of online learning becomes part of learning practices		KS2 pupils to access and effective make use of online learning at home Pupils are safe working online	all staff	regular review of pupil access and use of online learning. via google, opportunities to have dialogue with class teacher
	Login details for online learning available to parents of KS1 pupils		Parents can support pupil access to online resources	all staff	regular review of pupil access and use of online learning. via google, opportunities to have dialogue with class teacher