

Bedmond Academy 2020 – 2021

Summary of Catch-Up Strategy



School information			
School	Bedmond Academy		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £5865
Total number of pupils	82	% Disadvantaged Pupils	16/82 = 20% Unofficially (currently FSM) = 22/82 = 27%

Contextual Information (if any)

Bedmond Academy is a school with a high level of need: PPG 21%, Travelling community 11% and SEN 16%. The school is situated in a small village. Some families required support during lockdown with food vouchers, mental health and educational support. A range of online and paper based learning was set and staff rang every child to support with their learning and any support they needed as a family. Year group emails were set up to further allow communication between parents and teaching staff.

We have assessed and have acknowledged that the closure of schools has impacted greatly on our year 1 and 2 children – due to the type of curriculum they have missed (PPG – 28%, travelling community – 20% and SEND – 20%) and our year 5 and 6 children due to the large group of disadvantaged and PPG children in this class (PPG – 40%, travelling community – 10% and SEND – 35%).

Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health.
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.
C.	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

A.	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. Children's well being and mental health remains a focus but has improved.
B.	By end of the academic year 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.
C.	The curriculum is adapted and restructured to meet the needs of all individuals to ensure rapid progress and support is in place where required.

Summary of Catch-up Strategy

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?	Cost (School Budget)	Cost (National Funding)
Supporting 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 will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	JH	Monitoring calendar in place and shared with all staff and Trust Observations recorded and taken place – feedback discussed in SLT and with individuals. Meetings where support is required with actions and review date set. SLT are assigned a member of staff to coach and mentor.	£0	
Catch up curriculum	Continued focus on PHSE in all year groups – following our Heartsmart curriculum. EYFS focus on prime areas to ensure children are ready for their next stage of learning. Introduction of Essential Maths catch up programme throughout the school. Training given on PWP by English lead to ensure sequence of learning in English Focus on reading/phonics in all subjects.	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.	JH MH JR Teachers	We will monitor curriculum and work – monitoring calendar Observe teachers Liaise with teachers in staff meetings and discuss feedback with them all Discuss in briefings and discuss feedback with TAs	£1200 for Maths Essentials catch programme	
Cost - Sub-totals						£1200	
Total budgeted cost for Strand 1						£1200	

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?	Cost (School Budget)	Cost (National Funding)
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 Resources to enable successful intervention Extension of existing staffs hours to deliver interventions in Year1/2 and 5/6 – HM and CK	Children across the school identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	Teacher s	AFL - insight Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions	£2880 – HM for £1000 - CK	
Support for social, emotional, mental health	Thrive groups Interventions (1:1/small group) Referrals to outside agencies Resources (where required) Staff training	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	JH/EW/ TP/ DW	SDQ start and end of intervention to measure progress Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	£0	
Cost - Sub-totals						3880	
Total budgeted cost for Strand 2						3880	

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?	Cost (School Budget)	Cost (National Funding)
Access to technology	Purchase of Google classroom to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents.	Year EYFS 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.	SLT	Pupil progress meetings Discussions with parents and children Engagement levels	£0	
Logins for Timetables Rock Stars, Spelling frame and Tapestry for home use	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.	MH JR	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. Follow up the signs in with work in class.	£250 TT rockstar £100 – Spelling £0 Tapestry	
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.	MH JR EW YH	Parents to be sent booklets/fact sheets by the end of Autumn term [these will also be uploaded to the website]. Impact to be evaluated through the assessment scores that children are achieving and conversations with parents at parents evening.	£0	
Attendance - Support for Parents	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.	JH TDM	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.	£0	
Cost - Sub-totals						350	
Total budgeted cost for Strand 3						£350	

Financial Summary

Cumulative Sub-total for all strands	5430	
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Total budgeted cost for all strands		5130
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Additional Information (if any)	