



COVID Catch up Strategy 2020-2021

Heaton Park School Context 2020-21
Total number of pupils: 411 including Nursery
Total Catch up Funding: £30,880 (paid in 3 tranches)
Summary of the barriers to learning:
Deprivation - A significant number of children live in deprived economic circumstances and may affect their wider life experiences and such things as diet and health. The Schools Deprivation Indicator is 0.25. 22% of children are in receipt of Pupil Premium funding. Some children in receipt of Pupil Premium are impacted by a lack of aspirations, attendance rates for some children within this group is below 96%. Fewer children in receipt of Pupil Premium are attaining higher standards across Key Stage 1 and Key Stage 2
Behavioural, Mental and Social health and wellbeing needs - Some of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions. Social, emotional and mental health issues are impacting on the progress and attainment of these pupils. Some families live in circumstances that can impact directly on a child's capacity to thrive and learn or affect their behaviour in school.
Social Care needs – A number of children are impacted by family issues requiring support from social care teams.
Starting Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills. Many children entering school in Nursery and Reception have reduced speech and language skills.
English as an Additional Language (EAL) The percentage of children who have EAL is significant at 46% Some of these children will also have SEND with 38% of Children with EHCP are from backgrounds where English is an additional language
Special educational needs (SEND): The percentage of children who have additional needs is significant and necessitates specific intervention, 19% of the children are receiving additional to or different from.

Teaching					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Evaluation
To provide quality first teaching in order for children to be make good progress and enable gaps to be closed	Low stakes assessment to establish areas of priority	Baseline assessments needed to establish starting points	Analysis of data regularly, staff training to recap assessment processes monitoring of TT	Ongoing costs	
	A broad and engaging curriculum that focuses on language/ vocabulary acquisition	Early language identified as a key area of need within school and including S&L	Regular assessment and tracking of progress	Ongoing costs	
	Non negotiables are identified and taught/revisited for English and maths	Basic skills session across school for English and maths have ensured good progress in the past	Regular assessment and tracking of progress	Ongoing costs	
	Maths mastery approach to support embedding of key concepts	Approach ensures that areas missed in the previous year are included in new learning for the current year	Regular assessment and tracking of progress	Ongoing costs	
	Targeted support from high quality teaching assistants and including same day catch up.	Well established strategy that ensures children maintain constant and better progress.	Careful planning and utilising of ongoing formative assessment, and observation.	Ongoing costs	
	Enriched and fun curriculum, Sports, outdoor learning, forest, creative curriculum.	Proven to support children's wellbeing and happiness. Enhances wider understanding and engagement with school	Observation, CPD and timetabling of Outdoor learning and sports teaching assistant	Ongoing costs	

Targeted academic support					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Evaluation
To close gaps in the key areas of maths, reading, phonics and early language	Specific speech and language program (RAPT) delivered by SALT to support rapid progress in EYFs	Low levels of speech and language development on entry into EYFs	Pre and post assessments by SALT. Ongoing class observations and assessments	SALT time 3hrs/wk	
	Small group/1:1 work on phonic development in identified yr groups.	Base line assessments and phonics check data as well as T&L identified a specific intervention need	Regular assessment and tracking of progress	Additional to teacher time	
	Reading support and intervention in identified yr groups and including ECAR activities.	Base line assessments and teacher observations have identified groups and individuals where catch up is needed.	Regular assessment and tracking of progress	Additional to teacher time	
	Same day catch up approach to narrow gaps in mathematics in identified yr. groups	Children who are supported quickly with misconceptions tend to maintain progress in line with peers.	Regular assessment and tracking of progress	TA time/teacher time	
	Teacher led targeted group teaching for reading and maths in Year 6 and along with extra teaching support	Extra small group teaching time ensures rapid progress and allows closer attention to improving levels of understanding and skill development	Regular assessment and tracking of progress	TA time/teacher time	

Wider Strategies					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Evaluation
To provide additional pastoral and wellbeing support across school to ensure all children are able to access the curriculum and are happy in school	Extended Pastoral team to provide small group/1:1 interventions	Focused and dedicated time to support children's wellbeing is known to build children's confidence in that they will be heard and supported.	Full time child and family worker plans and co-ordinates. Reports issues to SLT	Staffing costs	
	Motional intervention to provide SEMH interventions for individual pupils	Proven program	Planned and timetabled supported by whole staff CPD	Provided by fund source via associate school The Beacon Alliance	
	Daily in class check-ins with all pupils	Regular monitoring from a variety of sources ensures issues are not missed and intervention can be put in place quickly.	Embedded school practice and procedure supported by deep knowledge of families and concerns	Staffing Costs	
	Enriched and fun curriculum, Sports, outdoor learning, forest, creative curriculum to enhance resilience	Proven to support children's wellbeing and happiness. Enhances wider understanding and engagement with school	Observation, CPD and timetabling of Outdoor learning and sports teaching assistant	Staffing cost and resource cost (some via Forest school Grants)	
	Wider support for families who are experiencing practical and emotional difficulties	Family crisis impacts significantly on children's ability to learn and thrive.	Embedded school practice and procedure supported by deep knowledge of families and concerns	Staffing costs Purchase of various items and or food bank support	
Total budgeted cost:				£30880 + additional costs	