

Hexton JMI School: Summary of Catch-Up Strategy 2020-21

| School information | | | |
|------------------------|-------------------|-----------------------------------|--------------|
| School | Hexton JMI School | | |
| Academic Year | 2020-21 | Catch-Up Funding Received 2020-21 | £2,160 |
| Total number of pupils | 43 (27 funded) | % Disadvantaged Pupils | 11.6% (5/43) |

| Contextual Information (if any) |
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| Hexton JMI School is a very small, rural, village school with a high % of SEND pupils (25%). We have increased in school population from 27 pupils in October 2019 to 43. We have two classes of mixed year groups – EYFS/Y1/Y2 and Y3-Y6. |

| Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i> | |
|---|---|
| A. | Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked. |
| 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 be enthusiastic about the return to school, settle back into new routines and follow behavioural expectations. Early years children will settle quickly into their new setting. |
| B. | By end of Autumn term 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. | Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years. |

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 high quality 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 and subject leaders for English and Maths will be able to see the impact of high quality teaching in books, observe the progress of the children and content being taught and support where necessary. | SF CP SL RO | Monitoring calendar in place and shared with all staff. Feedback in writing for whole school feedback and for individuals. | £0 | £0 |
| Resourcing the support of High Quality Teaching | CPD and resources purchased to support teachers in delivering recovery curriculum effectively e.g. new phonic matched independent readers, HfL advice, Back on Track | Across all classes | SLT and subject leaders for English and Maths will be able to see the impact of high quality teaching and impact of resources and CPD in books, observe the progress of the children and content being taught and support where necessary | SF SL RO CP | Monitoring calendar in place and shared with all staff. Feedback in writing for whole school feedback and for individuals. | £1,200 HfL advice Eng KS2 | £1,150 phonic matched independent readers £ |
| Catch up curriculum | Catch up curriculum for PHSE Years 1-6. EYFS focus on prime areas to ensure children are ready for their next stage of learning. Training in English and Maths to 'dovetail' gaps in learning with expectations for their current year group curriculum. | 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. | CP RO SL | School Team to construct curriculum and to ensure this is being utilised during the initial return period. This will be done via the monitoring calendar. | £0 | £0 |
| Cost - Sub-totals | | | | | | £1,200 | £1,150 |
| Total budgeted cost for Strand 1 | | | | | | £2,350 | |

| STRAND 2: TARGETED SUPPORT | | | | | | | |
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| 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) |
| Support for social, emotional, mental health | Art Therapy Nurture groups Interventions (1:1/small group) Learning mentors 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. | RM (SENco) | 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 | £1000 |
| Cost - Sub-totals | | | | | | £0 | £1,000 |
| Total budgeted cost for Strand 2 | | | | | | £1,000 | |

| STRAND 3: WIDER STRATEGIES | | | | | | | |
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| 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) |
| 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. | SMc – Y6 and Maths CP - English | Parents to be sent information termly. Online workshops in Spring term Impact to be evaluated through the test scores that children are achieving and conversations with parents at parents evening. | £0 | £0 |
| Cost - Sub-totals | | | | | | £0 | £0 |
| Total budgeted cost for Strand 3 | | | | | | £0 | |

Financial Summary

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| Cumulative Sub-total for all strands | £1,200 | £2,150 |
| Total budgeted cost for all strands | | £2,350 |

Additional Information (if any)