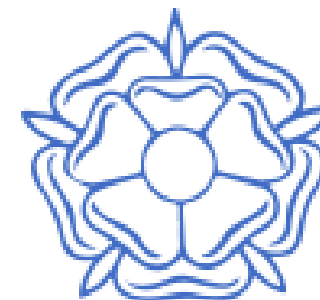


Tudor Primary School



Summary of Catch-Up Strategy-

Initial draft created Summer 2020. This document continues to be updated.
(Latest update March 2021)

School information			
School	Tudor Primary School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £32560
Total number of pupils	439	% Disadvantaged Pupils	15%

Contextual Information (if any)
<p>Tudor Primary is a two form entry school with a fairly high level of additional need: disadvantaged 15%, FSM 15% and SEN 15 %. The school is situated between Bennett's End and the Town Centre in Hemel Hempstead. Many families required support during lockdown with food, mental health and educational support. A substantial remote offer was offered the staff team was able to provide high levels of engagement with the vast majority of pupils during the school closures. High level of engagement and communication between parents and teaching staff was central to our remote offer. High engagement (and response) to views of parents led to access to paper-based (school funded) learning materials as well as technology led delivery. Engagement with home learning was over 90% (This was obviously at different levels). Additional school documentation (eg School Closure SIPs) are held by the school leadership. Evaluation activities and evidence including parent view is available.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Effectively and efficiently plan for an enhanced transition process between year groups that will ensure that the needs (social and academic) are met and each child is able to be supported with their learning.
B.	Deliver a high quality curriculum which enables children to progress through appropriately selected curriculum content so that key threshold concepts from the previous year are taught as well as important content from new year.
C.	Identify and deliver strategies that provides rapid catch up opportunities for identified groups of pupils as well as ensure strong partnership between stakeholders.

Summary of Expected Outcomes	
A.	Children to enjoy 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.
B.	With quality first teaching and support where required, children to regain 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 who are 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, with a highly effective catch up program, 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)
<p>Plan for high quality transition which has focus on key threshold concepts</p>	<p>Senior teachers to devise plan for important adaptations to Tudor curriculum Create and share formulated plan which includes appropriate staff training Ensure clear expectations for moderation of plan- Summer 2020 into Autumn 2020 (and beyond) Engagement with county led support strategies- eg 'Back on Track' training program</p>	<p>All classes</p>	<p>Children will be able to enjoy the high quality Tudor thematic curriculum but they will be effectively directed towards the important sequenced learning steps. Efficient teaching strategies will mean that the children are able to rapidly progress through the key aspects of learning. Effective and efficient use of target tracker will ensure that the staff team are supported in the training and identification of the threshold concepts</p>	<p>RW AM (+SLT)</p>	<p>Transition proformas including the threshold concept grids will be updated regularly during the Autumn term. Enhanced focus on the proformas will be a key focus of phase leadership meetings. Enable teachers to evidence how they have adapted their curriculum content- key questions of: Why are you teaching this? Why are you teaching it now? Why are you teaching it like this? will drive school monitoring and evaluation.</p>		<p>Cost neutral</p>

Transition support	<p>Transition day for Years 1-6 will take place in July 2020 Transition plans for EYFS. Individual support for children with additional needs – bespoke plans where required. (Exemplars available) INCo to lead training about high quality transition to new year group- focus on SEND expectations being maintained as well as key information about the children.</p>	<p>All classes Individuals requiring additional support</p>	<p>This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff build trusting and respectful relationships with children quickly to enable successful learning.</p>	<p>Years 1 to 6 EYFS</p>	<p>Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans.</p>	<p>Cost neutral</p>
Focus on staff training to deliver high quality teaching to all	<p>Tudor Primary to adapt approaches to yearly cycle of monitoring and evaluation. Increase use of self-evaluation of teachers to help them identify areas of improvement. Training delivered as required. Continue to use calendar of school improvement activities that is shared with staff. Provide further opportunity for teaching team to share areas of further development (also related to subject specific content).</p>	<p>All classes</p>	<p>Tudor Primary to continue our yearly cycle of monitoring and evaluation which has had huge impact over the last few year. This will be further enhanced by enabling staff to identify areas that they would like to focus on prior to timetabled activities. Identification of key questions: Why are you teaching this? Why are you teaching it now? Why are you teaching it like this? will support them in demonstrating effective reasoning for their curriculum delivery. SLT to provide further opportunities for staff feedback/ consultation on approaches. WLT meetings to have continued focus on wellbeing of staff team.</p>		<p>Tudor calendar of monitoring and evaluation activities. Bespoke opportunities for teachers that enable a clear focus for observations. Share opportunities for staff feedback.</p>	<p>Cost neutral</p>
Cost - Sub-totals						<p>Cost neutral</p>
Total budgeted cost for Strand 1						<p>Cost neutral</p>

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)
<p>Small group/1-1 interventions during school day and/ or outside of the school day</p>	<p>Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff Employment of additional staff where appropriate (UPDATE- JT employed in Sept 2020 to provide reading support for PPG children in year 6- year contract with high focus on engagement of children and families in reading.</p>	<p>Children across the identified as needing support in English and/or Maths. (EYFS prime areas)</p> <p>Examples of progs:</p> <p>Phonics fun support in year 2- delivered 3.15-3.45 daily</p> <p>Year 1 Morning Stars- delivered 8am-8.45 daily</p> <p>Year 2 Reading Drive- 8.30-8.45 daily</p> <p>Year 6 PPG reading support- ongoing/ daily</p> <p>Year 6 Breakfast learning support- 8.00-8.45 daily</p> <p>Year 6 Tutoring Support</p> <p>Summer 2021 (from 15th March) Breakfast opportunities- Years 5-6 Daily learning support</p>	<p>A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.</p>	<p>SLT</p>	<p>Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map When appropriate- use of assessment data- ALL school assessment data to be frozen until Dec 2020.</p>	<p>Year 6 reading support 5k</p> <p>Additional budget information available</p>	<p>Phonics- 1k Morning Stars- 2k Morning Stars- 0.6k Year 6 Breakfast Club- 4k Year 5 Breakfast Club- 2k From March) Year 6 Tutoring- 3.2k (Learning materials for the above- 5k)</p>

<p>Targeted tutoring opportunities for children- additional focus on disadvantaged/ vulnerable pupils</p>	<p>Provision of high quality tutoring sessions given by the Tudor staff team.</p> <p>Use of zoom online sessions with children in pairs/ individual.</p> <p>5 week prog- 30 min each session</p> <p>ENHANCED FOCUS- disadvantaged/ vulnerable pupils</p> <p>10 hour Tudor Tutoring prog(linked to National Tutoring Prog)</p>	<p>Targeted towards those children who have been less able to engage with remote learning/ vulnerable.</p> <p>List of children available (continues to be updated)</p> <p>ALL year groups</p> <p>Targeted to PPG children. 10 hour prog during summer term- small group focus</p>	<p>A combination of quality first teaching alongside these additional small group/1:1 catch up will increase educational outcomes significantly.</p> <p>Children also enabled to be more involved with main remote offer at Tudor.</p> <p>Accelerated progress and increased confidence for PPG children. Highly focused on needs of small groups.</p>	<p>SLT</p> <p>SLT</p>	<p>Impact to be monitored by classteacher. Impact of support to be evidenced with social as well as academic support.</p> <p>Classteachers/ phase leaders to monitor impact- use of assessment data as well as evaluation of in class learning behaviours/ metacognition</p>	<p>£4200</p> <p>5k</p>	<p>Tutoring- initial 6 week prog</p> <p>Spring term- 4k</p> <p>Summer term 2021- 6k</p>
<p>Support for social, emotional, mental health</p>	<p>Therapeutic support</p> <p>Nurture groups</p> <p>Interventions (1:1/small group)</p> <p>Learning mentors</p> <p>Referrals to outside agencies</p> <p>Resources (where required)</p> <p>Staff training</p> <p>Enhanced governor support- focus on safeguarding, etc</p> <p>INCo to engage in county led training- 'Wellbeing for Education Return'.</p>	<p>Pupils from across the school identified as requiring support</p>	<p>Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.</p>	<p>INCo</p> <p>SLT</p>	<p>Discussions with staff/families before, during and after intervention to measure progress/improvements</p> <p>Use of monitoring strategies to track interventions and progress.</p>		

Educational support for children unable to access school due to COVID/ self isolation	Tudor to create a tiered approach of support that provides a graduated level of support for children who are unable to access school. Share guidance with staff. Ensure immediate access to learning materials once absence occurs.	All classes	Children able to be engaged with good quality materials (as well as effective contact from school) if COVID related absence/ isolation is required.	SLT	Ensure effective management of support through the office team- this will include records of engagement (and follow up interaction) with families. Feedback from classteachers/ phase leaders about provision of support.		
Cost - Sub-totals							
Total budgeted cost for Strand 2						27.8k	

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	Continued use of SeeSaw (Y1-3) and google classroom (Y4-6) to enable targeted home learning, easy feedback and	Year 1 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.		Pupil progress meetings Discussions with parents and children Engagement levels When appropriate- use of assessment data- ALL school		Cost neutral

	communication between teaching staff, children and their parents.				assessment data to be frozen until Dec 2020.	
Effective tracking and monitoring of interventions	Phase leaders to monitor progress/ impact of the children receiving intervention support. Consider further actions (this could be related to non-attendance of some families)	All children	Central platform for the submission and tracking of interventions and provision.		Baselines on recognised tests to be recorded, along with interventions being offered, progress reviews with teachers and any testing updates and impact to be evaluated.	Cost neutral
Logins for online learning platforms (seesaw/ spag.com/ tapestry/ spelling shed resources for home use (already used in school))	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.		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.	Cost neutral
Additional learning materials- use of holiday paper-based materials	Following success of paper-based materials (especially with disadvantaged children), school to purchase summer holiday learning packs for all. (These will focus on consolidation activities for the previous year's learning- unless children need lower year group)	All children	Parents to be able to assist and facilitate better at home with support materials which explain key areas of learning. Children able to access work independently.		Whilst unable to monitor these directly (due to school holiday period), the materials will be accessible to all children and they are able to consolidate the learning/ understanding from the previous academic year.	3k
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.	SLT office team	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. Use of CPOMs and creation of new attendance section to evidence	Cost neutral

					work with families and/ or attendance team.		
Online learning support for parents	Parents to be provided with high quality support for delivering remote provision at home- wellbeing focus as well as structuring the home environment	All children	Parents feel confident (and enabled) to access high quality learning and guidance- remote learning provision is enhanced and parents can structure the day with more confidence.	SLT	Work with guide education- online provider. Aware of take up and completion statistics. Use of school questionnaires and feedback on how parents are feeling will also be completed.		Cost neutral
Focus on activity and wellbeing- Tudor Summer of Sport	Wide range of free/highly subsidised sports/ activities to be offered to full Tudor community during summer term	All children	Children to feel reconnected with each other and are able to feel confident about return to school. This will also support attendance as well as parents with increased time/ care opportunities in school.	SLT/ sports coach	Attendance of clubs are high. High percentage take up of activities in all year groups. Regular (weekly) evaluation of attendance evidences positive impact of opportunities and children interact well with each other. Monitor feedback from parents.		1k for subsidies (non profit making)
Cost - Sub-totals							
Total budgeted cost for Strand 3						4k	

Financial Summary

Cumulative Sub-total for all strands	
Total budgeted cost for all strands	31.8k

Additional Information (if any)

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