

# Colney Heath: Summary of Catch-Up Strategy



School information			
School	Colney Heath School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £15,520
Total number of pupils	210	% Disadvantaged Pupils	16%

Contextual Information (if any)
Colney Heath is a school with most of its children from Colney Heath and Smallford. Around 1/4 of the children come from other areas such as Hatfield, London Colney and St Albans. This population includes PPG 16%, 9% EAL and SEN 13%. The school is situated on the outskirts of St Albans in the village of Colney Heath. Mainly online based learning was set over the summer term, Zoom meetings with those classes not returning were arranged and they were also given the opportunity to come into the school library weekly to see their class teacher. Home packed lunches and vouchers were provided some of which were delivered by staff on a daily basis. Year group emails were set up in September to further allow communication between parents and teaching staff. Engagement with home learning was evaluated through a survey to parents at the end of the summer term.

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. 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 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.
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 will 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 great teaching	Continued, thorough and focussed monitoring programme. Clear calendar for monitoring focused on key priorities within SDP. Training/CDP for staff as required. Pedagogy action plan created as part of the SDP.	Across all classes	SLT and Maths/English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary. HFL advisors used to support where necessary	SLT	Monitoring in place. Observations recorded in writing for whole school feedback and for individuals. Meetings where support is required with actions and review date set.	Supply £3,594	
Transition support	Transition plans for EYFS. Individual support for children with additional needs – bespoke plans where required.	All classes Individuals requiring additional support	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.	EYFS - CP/RB	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.		
Back On Track curriculum	Back On Track curriculum for Maths, English, Science and EYFS - HFL	All EYFS, KS1 and KS2 classes	Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created.	PR / AC / TC/ EI/ TW	SLT to construct curriculum and to ensure this is being utilised during the initial return period. This will be done via the monitoring calendar.	Advisors £2,290	HFL £1,497.50
Cost - Sub-totals						£5,884	£1,497.50
Total budgeted cost for Strand 1						£7,381.50	

## 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 delivered by trained staff Resources to enable successful intervention including the payment of staff Employment of extra TA time to release teachers to deliver interventions.	Children across the identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 back on track will increase educational outcomes significantly.		Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	<b>£9,900</b> <b>(50% of £19,800)</b> <b>LN</b>	<b>£9,900</b> <b>(50% of £19,800)</b> <b>LN</b>
Support for social, emotional, mental health	Play Therapy – teaching assistants 1to1 support from parent support worker Nurture groups – St Albans+ 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.		Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	<b>£4,898.82</b> <b>JH</b>	
Cost - Sub-totals						£14,798.82	£9,900
Total budgeted cost for Strand 2						£24,698.82	

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)
Remote Learning Plan (whole class isolation)	Plan in place to provide remote learning	All children	Continuation of curriculum during isolation Remote learning Packs – wallet with stationary including white board	PR	After isolation through staff, pupil and parent voice		Approx. £3 per pupil x 188 = £564
Access to technology	Chrome Books / Laptops to enable targeted home learning.	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.	PR	Pupil progress meetings Scores in testing (scaled scores where possible) Discussions with parents and children Engagement levels		£229 per Chrome Book x 4 £916
Logins for Timetables Rock Stars, Lexia, Epic and other educational resources 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.	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.	EYFS – EI English – TC Maths – AC	At parents meetings / class email to ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.	£1,323 Lexia £94.90 TTRS	
Communication	Class email set up to allow communication directly with class teachers	All children	Communication between home and school maintained as face to face meetings not possible	PR	SLT to check with staff around parent engagement. Parent voice used to evaluate impact in the Spring Term.		
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.	PR	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96% monthly. Continue with systems and process already in place.		
Cost - Sub-totals						£1,417.90	£1,480
Total budgeted cost for Strand 3						£2,897.90	

## Financial Summary

<b>Cumulative Sub-total for all strands</b>	£22,100.72	£12,877.50
<b>Total budgeted cost for all strands</b>	£34,978.22	

<b>Additional Information (if any)</b>