

Martlesham Primary Academy: Summary of Catch-Up Strategy



This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance**).

School information			
School	Martlesham Primary Academy		
Academic Year	2020 -2021	Catch-Up Funding Received 2020-21	£8,480
Total number of pupils	108	% Disadvantaged Pupils	28 %

Contextual Information (if any)
<p>28% of the students are entitled to PP funding this has increased significantly over the last year as a result of COVID19.</p> <p>Attendance at MPA is above the National average and since the return to school in September attendance remains above 96%.</p> <p>The school was in process of closing gaps in curriculum knowledge where they had been identified. However, this is likely to have been further widened during lockdown, particularly for older pupils.</p> <p>The quality of education is considered Good by school and OFSTED. This being said, there are limitations to the scale in the quantity of quality first teaching and interventions above what is usually provided can be facilitated to ensure any lost learning can be caught up in a timely manner. Additional support beyond quality first teaching and targeted interventions has to be adopted to ensure the gaps in knowledge is reduced and not widened further.</p> <p>In the current climate parents will rely on remote learning at different times. 12/ 108 pupils do not have suitable ICT to be able to learn remotely if their family were to isolate. 15 / 108 only have one device in their household which is a barrier to learning if working remotely.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Provide an online portal for maths and spellings which focuses on basic skills and can use used at home and in school.
B.	Loan devices for families with more than one child/ or those that do not have technology available at home to support their child's learning.
C.	Robust assessment of all children ensures that gaps are clearly identified, and staff provide additional sessions to fill gaps in learning.

Summary of Expected Outcomes

A.	All children make good progress in maths from their September baseline (PUMA scores) 96% 67 – 70 Y2 – Y6 made progress.
B.	All children can access online learning at home. 100% can access learning at home. Ed Shed accessible for all children from Y1 – Y6. 96% of pupils have used / are using spelling shed. 84% of children are using have used maths shed.
C.	All gaps in reading, writing and maths are identified and children make good progress from their starting points. <ul style="list-style-type: none">• Phonics 10 / 11 91% children made good progress from baseline• Reading 14/ 16 children 88% Y2 – Y6 made good progress in their catch-up sessions.• Maths 18/ 22 82% Y2 – Y6 made good progress in their catch-up sessions.• PIRA 91% 64/70 Y2 – Y6 made progress from baseline• PUMA 96% 67/ 70 made progress from their baseline

Summary of Catch-up Strategy

Element of Strand (e.g., Supporting Great Teaching)	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	All children complete Summer 2020 PIRA/ PUMA assessments in reading, writing and maths to identify gaps and where additional support is needed. Interventions set up to address gaps in learning in reading / maths/ phonics. Y1/ Y2 /Y3 phonics baseline to offer support via the letters and sounds staple diet.	Y1 – Y6	<ul style="list-style-type: none"> • Good progress from baseline in reading and maths. • Phonic data increases and all scores are 33+ by June 2021. <p>Actual Impact</p> <ul style="list-style-type: none"> • 30% - 75% PTS Y1 • 50% - 91% Y2 • PIRA 91% Y2 – Y6 made progress from baseline • PUMA 97% 67/70 made progress from baseline. 	CT's	Each half term – update on O track. PIRA/ PUMA Data over the year. Workbooks Over Time. Half termly phonic screening.	£0	TBC once data shows gaps.
Supporting Great Teaching	EYFS and KS1 phonics training on the new Staple Diet Programme provided by the Trust.	All EYFS, KS1 and Year 3 pupils	Outstanding phonics teaching and learning. All children make improvements on their weekly scores. 90% of KS1 children passing phonics screening by T6. 83% of Year 3 children to pass by T6. Staple Diet programme delivered twice a day to the whole class and used for targeted interventions, thus plugging gaps from lost learning	BF	Register of all EYFS and KS1 staff attending the training week commencing 15 Sept. Observations of phonics lessons with a Phonics Specialist in T1 weekly analysis of data with Phonics Lead.	£0	TBC once data shows gaps.

			Actual Impact 75% met expected standard (2 children got 30) 91% of Y2 met expected standard for phonics.				
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	Intervention groups for Y1 – Y6 offer tailored support and children in maths, reading, speech and language and phonics.	Y1 – Y6.	Children can articulate next steps. Actual Impact <ul style="list-style-type: none"> 100% of children have made progress. This is captured through phonic assessments, PIRA/PUMA, reading speeds, DIRI. 	CT's		£0	£4,836 (3 x LSA additional 4 hours a week to tutor gaps in reading and maths)
Total budgeted cost for Strand 1							£4,836.00

STRAND 2: TARGETED SUPPORT

Element of Strand (e.g., Interventions)	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)
One-to-one and small group tuition	School IT survey sent to all children. Select children that would need devices at home for the maths online portal.	From school IT survey identify support.	All children to access online learning from home. Actual Impact <ul style="list-style-type: none"> 100% of children have access to IT at home. 	KS	Monitor the portal who is accessing when and how often. Offer support for parents and children in school to utilise the portal.	1 device (£255.24)	11 devices to be purchased (1 via Gov scheme) £2,807.64
Intervention	In Y1 – Y6 children with gaps in learning would receive one / one small group support each week for reading/ maths and phonics.	Children with significant gaps in reading / phonics and maths form October baseline.	Children make good or better progress from baseline. Actual Impact 82% of children made progress in phonics. 91% PIRA 96% PUMA	CT's	○ track updates each half term. Pira Puma data Workbooks.	As per Strand 1	As per Strand 1

Extended School time							
Total budgeted cost for Strand 2							£2,807.64

STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(e.g., Access to technology)</i>	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 parents and carers	Provide support and FAQ for how to access maths/ spelling shed maths at home. Provide additional support on the school website.	All children from Y1 – Y6.	Gaps in maths knowledge reduced. Good progress from October Baseline. Actual Impact <ul style="list-style-type: none"> • There is a support page for parents on the website. • IT support has been available. 	KH/ SM	Monitor how this is used at home each half term.		£178.85
	Maths / spelling shed is purchased and set up for all year groups from Y1 – Y6. This is an online tool that will support children with identified gaps in their learning. All children to be able to access the portal in school and at home.	Y1 – Y6	<ul style="list-style-type: none"> • Tailored support for individuals covering the maths curriculum for their current year and previous • Direct feedback and clear guidance on next steps. • Good Progress evident from baseline for all children. Actual Impact	CT's	Half term overview to see how pupils are accessing. Are there any patterns in use? Key groups not accessing? Teachers to offer support to parents and children.	As above	As above

			<ul style="list-style-type: none"> All children can access in school and at home. There is variation in use at home and school. More use in lockdown where assignments were set. Profile raised each week with leagues and Maths and spelling champion. 				
Access to technology	School survey identifies the children that need to loan devices from school to access maths portal.	Children with limited technology access.	<p>100% of the children to access the online portal at home and school.</p> <p>Actual Impact</p> <ul style="list-style-type: none"> Spelling Shed 96% pupils are using / have used. Maths Shed 84% are using / have used. 	KM	Monitor how this is used at home each half term.	As per Strand 2	As per Strand 2
	Set maths challenges for maths shed/ spelling shed maths over the holidays.	All children	<p>Children access portal throughout the holidays</p> <p>Actual Impact</p> <ul style="list-style-type: none"> We reward weekly via the Friday Flyer and highlight holidays. 	CT's	Rewards given after a break for children who have accessed the portal.	As above	As above
Cost - Sub-totals							
Total budgeted cost for Strand 3							£178.85

Financial Summary

Total budgeted cost for Strand 1	£4,836.00
Total budgeted cost for Strand 2	£2,807.64
Total budgeted cost for Strand 3	£178.85
Total budgeted cost for all strands	£7,822.49
<i>Balance for Supporting Great Teaching – Strand 1</i>	£657.51

Additional Information (if any)

The strategy is based on data that shows overtime the school achieves better in reading than maths. However, with most children not being at school for 5 months we know that there are gaps in learning for all children in reading/ maths and phonics. From high quality teaching and well-planned targeted support, we aim to reduce the gaps. The portal will enable all children to access high quality maths with a virtual teacher to provide specific and personalised feedback at home and school.