



Dorchester Primary School Catch Up Plan 2020-2021

In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Dorchester Primary School based on eligible pupils is £24 480.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens**
- Assessment of lost learning is crucial**
- Targeted support in addition to wider school initiatives are required**
- Absence rates upon return are crucial**

Effective home learning programmes have been found to mitigate the impact. HCAT provided a standard home learning offer for all pupils. There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and trustees of the impact it has on pupil achievement.

Catch Up strategy statement (primary)

1. Summary information				
School	Dorchester Primary School			
Academic Year	2020-21	Total catch up budget	£24 480	
Total number of pupils	312			

Identified Vulnerable groups for gaps in skills and knowledge upon return in September 2020

Vulnerable group	Number in each Year group	Rationale for vulnerability
PA	Y6- 11% 5 children (5 PP, 2 EHCP) Y5- 19% 9 children (6 PP, 2 SEN) Y4- 12% 5 children (3 PP) Y3- 7% 3 children (1 PP, 1 SEN, 2 EHCP) Y2- 17% 7 children (5 PP, 4 SEN, 1 EHCP) Y1- 12% 5 children (1 PP, 1 SEN, 1 EHCP) FS2 FS1	Frequent absence affects achievement and also indicates there may be other difficulties which need to be addressed. Persistence absence rates are significantly higher for those pupils who are PP or have an EHCP
Non/low engagement through lockdown	Y6- 44% 20 children Y5- 55% 26 children Y4- 60% 24 children Y3- 59% 24 children Y2- 59% 23 children Y1- 63% 26 children FS2 FS1	Lack of engagement with online learning during lockdown, engaging for less time per week or lack of access to the resources to access online learning platforms are likely to have substantial long term consequences on their achievement.
Transient (joined or left in past 2 years)	Y6- 5 left, 5 joined Y5- 5 left, 5 joined Y4- 11 left, 8 joined Y3- 2 left, 5 joined Y2- 7 left, 7 joined Y1- 6 left, 7 joined FS2- 3 left, FS1-	Research suggests that students who move home or school frequently are more likely to underachieve in formal education when compared with students that have a more stable school life.
Disadvantaged	Y6- 75% 33 children Y5- 56% 27 children Y4- 63% 26 children Y3- 54% 22 children	On average disadvantaged children perform less well than their advantaged peers.

	<p>Y2- 63% 26 children Y1- 53% 23 children FS2- 24% 8 children FS1- 5% 1 child</p>	
SEN	<p>Y6- 25% SEN support (11 children) 16% EHCP (7 children) Y5- 27% SEN support (13 children) 8% EHCP (4 children) Y4- 20% SEN support (8 children) 10% EHCP (4 children) Y3- 24% SEN support (10 children) 8% EHCP (3 children) Y2- 22% SEN support (9 children) 5% EHCP (2 children) Y1- 26% SEN support (11 children) 12% EHCP (5 children) FS2- 18% SEN Support (6 children), 6% EHCP (2 children) FS1- 10% SEN support (2 children), 0% EHCP</p>	SEND children are at risk of poor outcomes in comparison to non-SEND peers, the % of SEND and particularly children with EHC plans is significantly above national average at Dorchester
LAC/ CP	<p>Y6- 2% LAC (1 child) 0% CIN, 2% CP (1 child) Y5- 0% LAC, 4% CIN (2 children) 0% CP Y4- 2% LAC (1 child) 2% CIN (1 child) 0% CP Y3- 0% LAC, 2% CIN (1 child), 0% CP Y2- 2% LAC (1 child) 2% CIN (1 child) 0% CP Y1- 0% LAC, 7% CIN (3 children), 2% CP (1 child) FS2- 3% LAC (1 child) 3% CIN (1 child) 3% CP (1 child) FS1- 5% LAC (1 child) 0% CP</p>	On average LAC and children in families open to social care are more likely to underachieve in formal education when compared with students that have a more stable home life.
Prior low attainment	<p>Y6- 48% (KS1) Y5-44% (KS1) Y4-37% (KS1) Y3- 30 % (Y2 2020 Feb data) Y2-37% (EYFSP - not GLD) Y1- 51 % (Rec baseline 2019, below 30-50sec) FS2- FS1-</p>	Low baselines on entry and low prior attainment at end of Reception and KS1 result in a significant number of pupils needing to make rapid progress to catch up.
SEMH	<p>Y6- 10 children 23% Y5- 10 children 21% Y4- 10 children 24% Y3- 11 children 27% Y2- 7 children 17% Y1- 7 children 16% FS2- 3 children 9% FS1- 0</p>	Children with social, emotional and mental health issues are at greater risk of poor outcomes, exclusion and more likely to be absent from school.

2. Barriers to catch up (attainment)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Issues with attendance and punctuality	
B.	Prior low attainment	
C.	High number of pupils vulnerable to social and emotional issues	
D.	Y6 high number of EHC pupils/ Y1 identified as missing reading lessons at a significant stage of their development	
External barriers (<i>issues which also require action outside school</i>)		
E.	Engagement and access to home learning	
F.	High number of families involved with other agencies	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils attend in line with all pupils nationally and be punctual for school	Attendance % matches or exceeds national Internal records indicate that punctuality is improving Pupils not attending for COVID related reasons are quickly identified
B.	Pupils who have prior low attainment demonstrate rapid progress	Quickly identify pupils with largest gaps in each year group Pupils catch up quickly and access quality first teaching in class
C.	Vulnerable pupils with social and emotional issues respond positively and are well integrated to school life	% of vulnerable pupils requiring additional support reduced over the year Number of behaviour incidents involving vulnerable pupils reduces over the year
D.	Y1 and Y6 cohorts are socially and academically ready for the next stage of their education journey	Early identification of those pupils requiring additional support Additional support is swift and effective
E.	Children learning from home during self isolation or school closures continue to make good progress and access a full curriculum	A hybrid model of home learning is used to ensure access for all Technology is used effectively for teachers to deliver lessons to pupils who are at home The home curriculum is closely matched to the school curriculum
F.	Children of families involved with external agencies attend school and make good progress	Liaison with other agencies is effective in providing appropriate support to families

	Planned expenditure								
Academic year	2020 - 2021								
	The plan below outlines how the use of Catch-Up funding improves classroom pedagogy, provide targeted support and support whole school strategies.								
1.	2. Quality of teaching for all (Quality First Teaching) WAVE 1								
Desired outcome	Chosen action / approach	EEF Research link	Implementation date	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costings	Staff lead	When will you review implementation?	
All pupils attend school and are punctual	*Additional time allocated to attendance team *Whole school attendance focus	EEF Impact of School Closures 2020	From September (ongoing)	Anticipated PA/ lates to increase due to parent/pupil anxiety	S Mills overview 2 assigned attendance offices (AG and AS)	N/A Additional time given	HT (SM) Attendance officers AG and AS	Initially weekly – extending to fortnightly during Autumn 2	
All pupils regain the stamina and work ethic prior to lockdown to sustain learning throughout the full school day	*Character skills and attributes explicitly identified and praised across whole school (perseverance, resilience, determination) *Character skills interwoven through lessons with focused praise from adults *New behaviour policy developed further with pupils/ parents – clear expectations and class management techniques	EEF Improving Social and Emotional Learning in Primary Schools	September (ongoing)	All pupils (including those who have attended school during lockdown) have experienced reduced curriculum timings/ lower levels of learning support.	Staff CPD character education - JG Staff CPD adapted lesson planning and classroom management techniques post lockdown New behaviour policy shared and agreed by all - NvdW	N/A	HT (SM) DHT (NvdW)	Week 4 – intention of moving to fully integrated provision by week 7.	
All pupils have sufficient opportunity to access regular basic	*Revision to timetable of school day for first term *Daily quality 1 st teaching intervention. *To include 30 minute	EEF Improving Social and Emotional Learning in	September	Assumption that all pupils have increased gaps in skills and	Effective communication with all staff of whole school expectations	N/A	AHT Phase leaders	Week 6 review and evaluate – intention to go no longer than Autumn Term 2	

skills revision and instruction	<p>sessions in addition to daily English / maths lessons on;</p> <ul style="list-style-type: none"> *Reading (when possible to an adult/peer) – focus decoding *Spelling lessons (incorporating handwriting practice) *Maths basic skills (number and calculation) *Other subjects protected in weekly timetable particularly PE, PSHCE (Jigsaw), Science, RE and Computing and *Links made (where possible) to practise basic skills in other subjects eg.measuring in science, diary writing in history (these will not negate the subject specific lesson objectives) *Year 6 breakfast Booster, 1 hour session focusing on Maths skills for first half term. 	Primary Schools	Throughout Autumn term	knowledge due to lack of daily practice Quality reading opportunities identified by school as key deficit area during lockdown. Evidence – how the brain works - short, intense bursts					
All pupils have sufficient opportunity to access regular basic skills revision and instruction	TT Rockstars and Word Shark purchased to be used for additional intervention at school and home		From September 2020	X tables and spelling identified as a whole school priority prior to lockdown High proportion of SEND pupils who require specific intervention	Clear expectations to all staff that programmes are for intervention and catch up Online monitoring and evaluation of usage	Word shark and Number Shark £450 for network licence TT Rockstars £113.38 annual subscription	JG– TT rockstars lead SENDCo's– word shark lead	Monitor take up and opportunity for pupils half termly	
Gaps in knowledge and skills	*Assessment screening undertaken in		September	Staff need accurate information	Assessment and benchmarking across year	N/A	DHT Assessment lead,	Within first half term	

are accurately identified	appropriate year groups for phonics, spelling *Reading benchmarking in all year groups *Maths assessments carried out at start and end of each unit with focus on identifying gaps in prior year group content			around gaps to inform planning and intervention	groups monitored by phase leaders and SLT Baseline and gap analysis Cold to hot task progress monitoring		AHT curriculum		
All pupils rapidly recover Reading skills (including phonics) so they make good or better progress	EYFS/ KS1 recap training in phonics – whole class approach with targeted support Whole staff recap – Dorchester reading teaching sequence – adjust proportion of decoding / comprehension accordingly to pupils' identified gaps HCAT catch up programme followed in Y4-6		September October September	Reading identified as key area of vulnerability due to lockdown	Teaching sequence has proven track record of success	Staff training sessions – KP and LT KS1-2 reading training FM £500	Phonic lead - KP Reading lead - LT	After week 6 – assessment and further screening	
All pupils rapidly recover Writing skills so they make good or better progress	Whole staff recap – Dorchester T4W writing teaching sequence – adjust proportion of composition and sentence structure and use of cold assessment accordingly. Dorchester VGP catch up programme followed for first 4 weeks		September November	Writing identified as key area of vulnerability due to lockdown	Teaching sequence has proven track record of success	Staff training sessions	Writing lead - LT	Ongoing over year	
All pupils rapidly recover maths skills so they	Whole staff CPD on WR approach to teaching of maths		September	Maths identified as key area of improvement	Monitoring and evaluation from 2019-20 to inform	£150 White Rose Maths Premium resources	Maths team - JG and NvdW	Ongoing over year	

make good or better progress	WRM catch up programme built into daily maths lessons Additional 30 min afternoon basic skills math sessions Year 6 daily 1 hour maths breakfast booster Targeted intervention including precision teach for pupil identified as in need of				Maths SLE to oversee and support new maths lead				
3.	4. Targeted support WAVE 2/3							5.	
Desired outcome	Chosen action/approach			What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Staff lead	When will you review implementation?	
Pupils in identified vulnerable groups rapidly recover lost gains in learning through lockdown	*Teacher and ASA targeted support in reading (including phonics), writing (including GPS and handwriting) and maths across the school for pupils highlighted through screening, Teacher Assessment and belonging to an identified group- outside of daily maths/ literacy class lessons *additional cover supervisor employed in order to release		September (afternoons)	Identified vulnerable groups are more likely to require additional support outside of lesson time	Targeted support out of Quality 1 st designated English and maths lessons Bespoke support programme overseen and devised by class teacher with support from Phase leaders and SENDco's	£24k	Phase leaders	Half termly monitoring	

	teachers to carry out targeted support								
Pupils in identified vulnerable groups supported socially and emotionally to ensure good attendance and punctuality	Attendance officer actively engaging with identified groups		From September (ongoing)	Identified vulnerable groups are more likely to require additional support to enable them to attend school every day and on time	Proven track record of strategies that work well with local community in overcoming PA	N/A	Attendance Officer		
Pupils in identified vulnerable groups supported socially and emotionally to ensure they are in an optimum state to learn	Allocated emotional well-being worker support within classes and through daily check ins		From September (ongoing)	Identified vulnerable groups are more likely to require additional support to enable them to access learning	Proven track record in restorative approach to support emotional well-being	N/A	DHT NvdW AG/DB	September 2020	
Pupils identified as requiring additional 1:1 support in reading/ writing or maths (WAVE 3)	ASA/ teacher 1:1 support following bespoke programmes (in addition to current SEN programmes)		November onwards	Some pupils are not making rapid enough gains through wave 1 and wave 2 to fill gaps in learning		N/A	SENDCO's ER/NCh		

Pupils identified as requiring additional emotional well-being 1:1 support	*Emotional well- being support following bespoke programme including ELSA *Nurture plans and timetables for pupils requiring additional support		From September onwards	Some pupils require additional support		N/A	DHT NvdW AG/DB			
3.Other approaches								6.		
Desired outcome	Chosen action/approach			What is the evidence and rationale for this choice?	How will you ensure it is implemented well?		Staff lead	When will you review implementation?		
Pupils in identified vulnerable groups given additional opportunities to maximise learning time in addition to the school day	Breakfast Club for vulnerable pupils FS2-Y5 Breakfast club for Y6 with maths booster			To subsidise the cost of the school's breakfast club, targeting vulnerable families to improve attendance and punctuality and enable them to access a nutritional start to the day.	Access to home learning technology before school eg purple mash and TT rockstars	N/A	NvdW	From January 2021		
Total budgeted cost				£25 213						