

Castle View Primary School Catch-Up Strategy Statement 2020-21

School Overview

School Name	Castle View Primary School
Number of Pupils in school	150
Proportion of Disadvantaged	51.7%
Pupils with EHCP	3.3%
SEND not including EHCP	18.0%
EAL	25.3%
Catch up allocation	£11,200
Academic years covered by statement	2020-21
Publish date	January 2021
Review date	July 2021
Statement authorised by	Claire Bright
Catch-Up lead	Claire Bright
Governor lead	Lesley Lewis

Impact of Lockdown

Due to substantial periods of time at home, many children have fallen behind in the basics of reading, writing and maths. Some children have engaged well with remote learning during lockdown, but other children have struggled for a variety of different reasons such as, low levels of motivation, limited access to technology, lack of parental support, poor mental health of themselves or their family etc. Unless they were invited into school during the lockdown, the majority of children with additional needs have found it very difficult to learn effectively during the weeks they spent at home.

Because they were unable to meet and talk to their classmates, children with EAL were not able to practise their English if they did not come into school during lockdown. These families of these children also found remote education difficult to access due to the language barrier.

Children without the appropriate technology and devices in their house found it difficult to engage with remote education. Even when devices were provided by school, and staff visited homes to do 'doorstep visits', some families were not familiar with how to use the hardware and software which ultimately hindered children's learning.

Strategy Aims

Aims	Strategies
Improve behaviour and support children with their mental health and well-being	<ul style="list-style-type: none"> • Use of supply teacher for 2.5 days per week to free up time for the Behaviour Lead / SENCO to be released from class to support children & work with staff • Review and update behaviour policy • Buy in EP support from Acorn Psychology to observe children, work alongside staff and suggest strategies to support children • Buy in support from Stepping Stones to support individual pupils and provide staff with strategies to effectively manage the behaviour of some children
Provide additional teaching for groups most affected by lockdown through high quality whole class / group / individual tuition	<ul style="list-style-type: none"> • Employ a supply teacher for 1 year to split the Y1&2 class into 2 separate classes as these children had been impacted more than most others and missed a greater percentage of their school lives • Employ a supply teacher 3 x afternoons per week to release teachers in Y5&6 who will identify, then work with targeted groups of children to help them to catch up
Ensure that children 'catch up' on key learning in English and Maths from last year	<ul style="list-style-type: none"> • Teachers identify key English and Maths that was missed in the summer term and plan for it to be taught at appropriate points throughout the autumn and spring terms • Teachers to teach all subjects, but spend less curriculum time on them so that there is additional time available for catch up in the basics
Support EAL children to	<ul style="list-style-type: none"> • Use of NTP tutors to teach individual EAL pupils who are not yet confident in their use of English
Improve our Remote Education offer	<ul style="list-style-type: none"> • Purchase Seesaw to deliver our remote education and release a teacher to research it & train others • Additional funding for IT support staff to set up and buy cases for DfE iPads and laptops.

Our strategy will be evaluated at the end of the academic year. Those strategies which have the biggest impact will be repeated with any additional catch-up funding that school receives in the future.