

Camp Primary & Nursery School: Summary of Back on Track Strategy

School information			
School	Camp Primary and Nursery School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £16,640
Total number of pupils	208 (YR – Y6)	% Disadvantaged Pupils	14%

Contextual Information (if any)
<p>Many families required support during lockdown – both practical, emotional and educational. SLT and SENCo identified certain families to touch base with on a regular basis and this contact was recorded on CPOMS. We offered a packed lunch delivery service daily for our PPG children who did not attend school. Each day work was set for every class including maths and English. A range of online and paper based learning was set and for some families we provided paper packs of work. Staff made contact with children each week through videos and then weekly zoom calls. A remote learning email was set up to allow communication between parents and teaching staff. Engagement with home learning in some form was 83% (parental survey) with most of those families (96/164) reporting that there were periods where they kept up with the work set and other times where it was trickier. The parental survey carried out in August also showed that some families had experienced financial hardship during lockdown (9.7% of responses) a few had experienced a family bereavement (5 families) and several felt that their child(ren) had experienced a traumatic situation during lockdown (11 families). 8 children were reported by their parents/carers to be feeling very anxious about returning to school to the extent that they would need some support.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children are 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 lockdown may have had. Adopting many lessons learnt from provision of Rainbow school.
C.	An adapted approach to the Curriculum that allows children to fill any gaps from the previous year whilst accessing the learning for their new key stage/year group quickly. Provision of an appropriately differentiated curriculum for individuals with additional needs.
D.	Quickly move forward on the use of Google G Suite for Education to deliver remote learning when there are disruptions to attendance at school e.g through periods of isolation or school closure

Summary of Expected Outcomes	
A.	Children to relish the return to school, settling back into new routines and following behavioural expectations. 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.	Staff are clear on the expectation for all subjects and continue to offer a broad and balanced curriculum. All children are supported to make good progress across the year. Children in Year 1/2/4 and 6 who will be 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 end of year assessments with confidence.
D.	Staff are confident to use new technology to support remote learning in all year groups. Learning continues in a structured sequential format even when groups of students need to be working from home.

Summary of Back on Track 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	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Transition support	Transition day for Years 1-6 on 3 and 4/9/2020. Extended transition plans for EYFS. Individual support, building to FTT for children with additional needs. Bespoke plans where required agreed with parents A key member of the teaching team to move with children	All classes and targeted Individuals requiring additional support All class from Year 1 - 5	Positive 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. Children settle quicker. Assessment simpler based on previous knowledge of children.	Tracking attendance and discussions with staff to ensure every child has settled into school quickly. SENCo to support on individualised plans. Assessment data in October. Behaviour log each half-term.		
Supporting quality first teaching	Continual and focussed monitoring programme. Focused on key priorities and to provide targeted support for identified classes. Training/CDP for staff as required.	Across all classes Focus identified as part of appraisal process	SLT and Maths/English 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.	Monitoring on-going. Observations recorded in writing for whole school/individual feedback. Meetings where support is required with actions and review date set.	SLT time SDM time Courses	
Adapted curriculum	All classes to start with PSHE rich curriculum based on shared book. EYFS focus on prime areas as well as the characteristics of effective learning to ensure children are ready for their next stage of learning. Focused periods of learning interspersed with outside time. Teaching in English and Maths to 'dovetail' gaps in learning with expectations for their current year group	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety following COVID return	This will have a significant impact on the mental health of the children and make them feel more comfortable. Children will be ready for their next stage of learning. Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created.	SLT to ensure this is the focus during the initial return period. Time table for outside periods. Maths and English subject leaders to carry out learning walks (with HT) and record/feedback to colleague. SDM and KS meeting discussions		£2,500 planning £600 maths resources
Coverage of missed skills and knowledge	Clear identification across subjects of what has been missed and how to support this learning being recovered. Curriculum mapping for year ahead	All classes and subjects	Teachers clear on year group expectations in each subject. Supported with time to plan with year group partner using a topic approach.	Learning walks. Topic plans produced each term. Subject leaders monitoring and support.	INSET day time x 2 SDM time	
Cost - Sub-totals						£3,100
Total budgeted cost for Strand 1						£3,100

STRAND 2: TARGETED SUPPORT

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	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	Children across the classes identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	Assessment. Moderation Work in class/books to show Pupil progress meetings Learning walks/observations Tracking of interventions	Resources Support staff costs	
Focus on key cohortss	Team teaching for whole class Targeted support for identified pupils	Y6 11 PPG pupils in class	Improved focus on learning for the whole cohort. Improved learning behaviour	Drop-ins. Behaviour log showing levels of in class disruption to learning. Use of Boxall profile	0.4 teacher in Year 6	Add FT TA x 2 terms £9,861
After school/holiday interventions and booster groups	Targeted interventions – small group/1-1 delivered by trained staff Resources to enable successful intervention. Payment of teachers to deliver the sessions	Children in Years 4 to 6 identified as needing support in English and/or Maths.	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	Assessment. Moderation Work in class/books to show application. Pupil progress meetings. Learning walks/observations Tracking of interventions	£3,000	
Support for social, emotional, mental health	Interventions (1:1/small group) Learning mentors Referrals to outside agencies School Nurse. Counselling. 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	£1,200 Counselling £1,890 Mentor £3,645 PSW	
Cost – Sub-totals					£9,735	£9,861
Total budgeted cost for Strand 2					£19,596	

STRAND 3: WIDER STRATEGIES

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Access to and use of technology	Use of Google classrooms to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents. Training time provided for staff to build confidence	Year 1 to 6	Targeted home learning set to meet children's/groups of children's needs. Staff able to provide feedback on work completed. Learning continues sequentially when children are learning from home.	Access/completion of homework Pupil progress meetings Discussions with parents and children. Engagement levels	SDM time HfL tech support	

	Parents to be sent their child's logins to all on-line platforms for home use (already used in school) to ensure access can be gained at home to enhance and consolidate learning. Provision of technical support to parents Identification of families without devices so these can be provided as needed		Parents able to assist child with access and support home learning. Staff, children and parents increase confidence in using all platforms, especially google classrooms.	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.		Additional IT time £1,670
Access to and use of Tapestry	Parents in Early Years are able to view observations in school and add information on learning from home. Time for staff to gain confidence in adapting system for use beyond school	Nursery and Reception	Record of learning of children both at home and school to ensure full record kept. Assessments based on fuller knowledge of children.	Check parental sign up and engagement for Tapestry (EYFS) EYFS lead to monitor no of observations	SDM time Set up time	
Support for Parents to understand year group expectations	Information to be sent out about year group end of year expectations to help parents understand aims. Provide detail of EYFS ELG's, Phonics, Year 2, Year 4 and Year 6 programmes of study so parents can support their child with their learning at home.	Year 1 – 6 R, 1, 2, 4 and 6	Parents to be able to assist and facilitate better at home with supporting learning. Parents have key knowledge of how assessments will work and what is expected of the children.	Impact to be evaluated through feedback from parents at parents evenings. Assessments and test outcomes that children are achieving.		
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 not missing further learning. High attendance will ensure access to all lessons and interventions planned.	Monthly tracking of school attendance and support for any <90%. Current concerns raised daily by office based on register checks. Calls to parents from HT to address any concerns.		
Cost – Sub-totals						£1,670
Total budgeted cost for Strand 3						£1,670

Financial Summary

Cumulative Sub-total for all strands	£9,735 + 0.4 teacher costs	£14,631
Total budgeted cost for all strands	£24,366 + 0.4 teacher and staff time	