

# Green Ridge Primary Academy: Summary of Catch-Up Strategy



School information			
<b>School</b>	Green Ridge Primary Academy		
<b>Academic Year</b>	2020 - 21	<b>Catch-Up Funding Received 2020-21</b>	19,280 (provisional)
<b>Total number of pupils</b>	352	<b>% Disadvantaged Pupils</b>	17%

Contextual Information (if any)
<p>Green Ridge Primary Academy is a new Local Authority Presumption Free School to meet the demand for school places in Aylesbury which opened in September 2017. In its first year of operation, the school was situated in a temporary building on the new permanent site. In September 2018, the school moved into its permanent building. The school is expanding to be two-form entry primary with its own Nursery provision, taking children from aged two. In its first year, Green Ridge initially had just three classes comprising of two Reception classes and one mixed-age Year One/Two class at the request of the Local Authority to meet the needs of families moving to the estate who are beyond starting school age. By May 2018, the KS1 class split into two separate classes. At the start of 2019 the school had two nursery classes, two-form entry in Reception, Year One and Year Two and a one-form entry in Year Three and Year Four. To date, this has now expanded to a Year Five class. As a result, the academy has rapidly expanded over the last two years, and this brings with it its own challenges. The academy sits at the edge of a large social housing estate (Berryfields) on the outskirts of Aylesbury town. The estate is still not fully finished and has been under construction since 2012. With further housing developments planned on the estate, the school has planning permission to be three-form entry should the need arise in the near future.</p>

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
<b>A.</b>	Children within the Year Five, Four and Three classes were unable to access the school since March and have since returned in September. The Nursery, Reception and Year One children returned in June, although this was not all children within their cohorts. This has resulted in gaps within the children's learning.
<b>B.</b>	Children who were below ARE within the academic year of 2019/20 have larger gaps between themselves and their peers and require support to develop key skills within their learning.
<b>C.</b>	Due to lockdown, some children may require additional pastoral support as they may have not been socially stimulated by their peers for extended periods of time. Children also have not had the opportunities to disclose safeguarding issues as they have not been in school.

Summary of Expected Outcomes	
<b>A.</b>	Subject leaders to create a bridging curriculum had can support all children within addressing any gaps in learning for their respective subjects. This would be implemented within September 2020 and reviewed through subject leader monitoring and through review of the subject leader's curriculum development plan.
<b>B.</b>	Catch up support will be given to focussed children, following baseline assessment. Support will be given to these children through in class support, small group learning and 1-1 support.
<b>C.</b>	Establishing and adapting the PSHE curriculum to support children in better understanding their own feelings and the support they can receive. We will also be establishing a Mental Health and Wellbeing lead who will oversee who school strategies in support children within their own wellbeing.

## Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(eg, Supporting Great Teaching)</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)
Baseline Assessment	Baseline assessment to take place within September 2020 within Reading, Writing, Maths, Time tables and Phonics	All pupils within the school will complete this baseline. This will highlight those who need additional support and the specific gaps within learning	Key areas for development will be outlined from the baseline assessment. This will support teachers in modifying or adapting their curriculum to best meet their needs of the pupils within their class	SE AHT	Reviewed by AHT within September. Overview given during SLT meetings.	1000	n/a
Adapting the existing curriculum	Subject Leaders to review their own curriculum and highlight gaps in learning. Subject leaders to create a bridging curriculum for their respective subject that highlights.	All pupils within the school will benefit from this. All children have some gaps in learning due to the time spent out of class.	Children will be able to progress within their chosen subject as gaps are addressed as part of the schools learning process.	SE AHT Subject leads	Half termly through subject leader monitoring	500	n/a

Supporting and developing teachers in delivering quality first teaching	Teachers will receive CPD on the bridging curriculum for Maths, Science, Writing and Reading. Further support will be given directly through subject leaders.	All pupils will benefit from this provision. Teachers will be supported in understanding the gaps within children's learning and how to adapt planning based on this.	Teachers will understand how to adapt the curriculum for their year group and will be able to adapt planning to better meet the needs of the pupils.	SE AHT AW	Half termly monitoring by SLT	500	n/a
Developing Long Term Learning Approaches	Feedback policy and subject leader resources such as knowledge organisers will be used to support children's long-term learning approaches.	All pupils will benefit from this. Long term learning approaches will help children with the retention of knowledge and also make links between their learning within different	Teachers will develop their confidence in long term learning approaches and how subject specific resources, such as knowledge organisers, can be used within the	SE Subject Leads	Half termly monitoring by SLT. Focus in Spring term due to timetabling within Autumn term of CPD	500	n/a
Monitoring to take place within all subjects	Monitoring schedule to be created, providing a timetable for teachers to monitor and develop their subjects Bridging curriculum implementation will be monitored as part of this time All subject leaders to be given time out of class to support them in implementing their subject.	All pupils will benefit from this. Monitoring will allow subject leaders to have a clear overview of the strengths and areas for development within the school. Subject leaders can then support teachers with the delivery of their subject.	Quality of teaching will be improved through support from subject leaders Consistency across different subject regarding the expectations for different subjects	Subject Leads	Termly monitoring by subject leads	500	n/a

Curriculum Development Lead Role to be created to support teachers in implementing their subject	Curriculum development lead to support other subject leads across the school and hold them to account in delivering their subject.	All pupils will benefit from this. The additional support provided by curriculum development leads will further secure a broad and balanced curriculum across the school.	Subject leads will have additional support from subject leads and further consistency will be achieved between subjects through shared expectations	SE AW CDL	Half termly monitoring through group sessions and 1-1 focussed sessions led by the DHT	500	n/a
In class provision to be supported through the development of support staff	Support staff to receive weekly CPD sessions led by the school SENCO. These will include how to develop support within classrooms	Whole classes can be supported through this but also focus groups.	Support staff will have further consistency between their approaches to supporting children within different lessons. Pupils will benefit through personalised provision within class	SENCO Support Staff	Termly monitoring through SLT monitoring and SENCO monitoring	500	n/a
Curriculum support as part of home learning	Purchase CGP books to further support children in accessing resources linked to the national curriculum	All pupils will benefit from this	Children will be able to rehearse and practice their own learning at home	SE	Termly	n/a	2,760
<b>Cost - Sub-totals</b>						4,000	2,760
<b>Total budgeted cost for Strand 1</b>						6,760	

## STRAND 2: TARGETED SUPPORT

Element of Strand <i>(eg, Interventions)</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)
Reading Interventions	Phonics screening assessments will take place and highlight children who need additional support SENCO to plan Phonics Precision interventions to support children	Children who are not on track to pass the Phonics screening test. Children who did not pass the phonics screening test	Children will be able to access a broader range of texts Children will develop within their phonic knowledge	SENCO	Half termly	1000	n/a
Focussed in class support	Baseline assessments will highlight those children who are not on track for ARE or have dropped in their attainment level due to lockdown. Following pupil progress meetings, these children will be highlighted and supported within class through in class support such as scaffolds	Pupils will be given additional support from support staff and their class teacher as part of quality first teaching. This will support them against their own personal targets.	Children will be supported in accessing the learning within class. Children will receive provision and support to help them achieve personal targets	SENCO SE	Half termly	500	n/a
Small Group and 1-1 support through catch up teacher	Advertise and employ a schoolteacher to focus on catch up support for children Catch up program to start in Autumn term Catch up teacher will report directly to the DHT Frequent reviews of the support given will assess the effectiveness	This will be determined following baseline assessments. Target pupils will be identified and form 1-1 or small groups	Children working below ARE will be given support directly linked to their areas of development that were identified through the baseline assessment	SE	Fortnightly	7,480 (to be adjusted after census with more funds coming from catch up funding)	16,520

Half termly reviews of small group intervention	SENCO will review interventions on a half termly basis to ascertain their effectiveness and the progress children are making within them	Pupils on CP plan Pupils requiring social and emotional support Children requiring additional academic support	Interventions will ensure that children make progress	SENCO	Half termly	500	n/a
<b>Cost - Sub-totals</b>						13,480	16,520
<b>Total budgeted cost for Strand 2</b>						30,000	

<b>STRAND 3: WIDER STRATEGIES</b>							
<b>Element of Strand</b> <i>(eg, Access to technology)</i>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy? Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring: When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
Attendance monitoring and support	Attendance is to be monitored by the pastoral support worker within the school and reviewed by the SLT	Children who frequently have low attendance or have a history of low attendance	High levels of attendance will be maintained	CC SLT	Weekly	1,000	n/a
Review of available resources for vulnerable pupils to access home learning	Letter to be sent to parents regarding available resources that children can use to support their learning at home	Pupils who do not have access to resources for home learning will be identified and planning can take place to support these children within any home learning	Children will be able to access learning from a range of different places	SE	Autumn Term	n/a	n/a
<b>Cost - Sub-totals</b>						1,000	n/a
<b>Total budgeted cost for Strand 3</b>						1000	

**Financial Summary**

	<b>Cumulative Sub-total for all strands</b>	17,480	19,280
	<b>Total budgeted cost for all strands</b>	36,760	

**Additional Information (if any)**

The above plan will be based on baseline assessments that will take place in September 2020. Following on from this the plan and spending focus may change based on the needs of the pupils within the school. The following spending is also dependent on pupils staying in school if further distancing restrictions were put in place, then the plan would change based on the school's access to the children. Overall, the initial steps within the plan are based on in class support and quality first teaching. These are whole school approaches with many mirroring the school's targets, which are outlined within the school development plan.