



School information			
School	Goffs Oak Primary School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £16,640
Total number of pupils	208 (234 including Nursery)	% Disadvantaged Pupils	6%

Contextual Information (if any)
<p>Goffs Oak Primary School is set in the Broxbourne district of Hertfordshire. We are a 1 form entry school with a small proportion of PPG children. We have a full time nursery setting which currently has 24 children on roll soon to increase to 28 in the spring term. We are an oversubscribed school with a high volume of applicants each year. Our parents are extremely supportive and generally engage with activities set. During lockdown we used the Seesaw, Tapestry and Google Classroom platforms to carry out remote learning along with assemblies on YouTube, Purple Mash, Reading Eggs and Times Tables Rock starts apps. We provided wellbeing phone calls weekly to parents who struggled to engage with home learning or needed support pastorally. When we opened in June we welcomed an extremely high percentage of children eligible to return and parents commented on the safety and structure of the Covid rules and procedures.</p>

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children are thoroughly, 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 home schooling may have had.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

Summary of Expected Outcomes	
A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. 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.	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 testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.



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	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting great teaching	Stripped back formal monitoring programme which ensures teachers feel supported and trusted with their curriculum. 2x Pupil Progress meetings (informal without data and a formal meeting once data has been submitted)	Across all classes	AFL informs planning of quality first teaching to allow teachers to talk confidently about success and gaps. During the spring term we hope to be able to get into the classroom/ conduct pupil voice to get another view of the classroom.	SLT	Notes from PPM to be set with actions for SLT/ any CPD to be planned/ support given where needed. Books to be brought to see progress currently and date to be looked at in the Spring term.	None	None
Catch up curriculum	Catch up curriculum for PHSE Years 1-6. EYFS focus on prime areas to ensure children are ready for their next stage of learning. Advisory support from HfL in English regarding phonics teaching and Guided reading interventions. Maths Catch up scheme rolled out after CPD to teachers. Early Years to focus on Prime Areas in order to get children ready for learning.	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 and understand the impact of COVID. 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 AH – EYFS JB- Maths LJ – English	SLT to construct curriculum and to ensure this is being utilised during the initial return period. PPM/soft assessment catch ups/ book shares/ staff meetings used to have ongoing conversations regarding the curriculum and areas of concern.	None	Maths catch up programme £935
Revamp Book Band Scheme	In school book band scheme to directly match phonics teaching and current level of children. HfL advisor to support purchase and implementation of new books ensuring consistency. During the lockdown it was noticed there was a reduced activity during lockdown which needs addressing now being back.	EYFS KS1 (any children still within book band scheme)	Children to progress quicker through the book band scheme (due to missed time within school) and be exposed to a more suitable range of texts. Gaps from lockdown will be 'caught up' quicker through more engaging books.	LJ – English	Discussion with teachers during PPM, soft and hard data checks ins. Phonics screening mocks/ results showing progress and improvements.		Book Band revamp £1288
Total budgeted cost for Strand 1						£2223.00	



STRAND 2: TARGETED SUPPORT							
Element of Strand	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)
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff ELKLAN groups to be resourced further to support the increased Sp&lang need in Nursery Cued Speech Training and resources	Children across the school identified as needing support in English and/or Maths. (EYFS prime areas) Children who have been identified through ELKLAN assessments or needing targeted Sp&Lang support	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	SLT	Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations (later in the year) Tracking of interventions using Provision Map		£100 ELKLAN games (Orchard Toys) £200 Cued Speech training and resources
After/before school interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours	Children in Years 4 to 6 identified as needing support in English and/or Maths. (EYFS prime areas)	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	RS	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations		
Support for social, emotional, mental health	Lego therapy Nurture groups Interventions (1:1/small group) Referrals to outside agencies 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.	BK	Ongoing conversations with Mental Health lead through the term and within PPMs. Records of conversations with parents kept and used as evidence.		Wellbeing Resources £300
Total budgeted cost for Strand 2						£600	



STRAND 3: WIDER STRATEGIES							
Element of Strand	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)
Access to technology	Purchase of SeeSaw Premium to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents.	Year 1 to 6	Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.	AH	Pupil progress meetings Discussions with parents and children Engagement levels with homework/isolation activities if needed.		Seesaw Premium £900
Effective tracking and monitoring of interventions	Continued use of Provision map which will be reviewed half termly. Intervention records to be checked by SENCO half termly	All children	Interventions are adapted to meet the needs of all children identified	AH RE HT (SLT)	Baselines on recognised tests to be recorded, along with interventions being offered, progress reviews with teachers and any testing updates and impact to be evaluated.	None	
Logins for Timetables Rock Stars, Reading Eggs, Purple Mash, Google classroom, Tapestry, Seesaw (My Maths)	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	EYFS – AH English – LJ Maths - JB	Check parental sign up and engagement for Tapestry (EYFS) 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.		Rock Stars - £94 Reading Eggs - £763 My maths – needing quote
Assessments/ Testing - Support for Parents	Information to be sent out about the EYFS ELG's, Phonics, Year 2, Year 4 and Year 6 programmes of study and how they can support their child with their learning at home.	R, 1, 2, 4 and 6	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.	EYFS/KS1 – AH KS2 – JB, LJ	Parents to be sent booklets/fact sheets by the mid-point of Spring 1. Impact to be evaluated through the test scores that children are achieving and conversations with parents.		
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring	Persist absentees Children who typically have	Children who are attending are children who are being taught and not missing further learning.	LC (office Staff)	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%.	None	

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	and tacking actions where concerns in attendance arise.	attendance which is below the national average.	High attendance will ensure access to all lessons and interventions planned.		Continue with systems and process already in place.		
Total budgeted cost for Strand 3							£1757

Financial Summary

	Cumulative Sub-total for all strands		
	Total budgeted cost for all strands		£4580.00

Additional Information (if any)