

# Green Park Village Primary Academy:

## Summary of Catch-Up Strategy



School information			
<b>School</b>	Green Park Village Primary Academy		
<b>Academic Year</b>	2020/2021	<b>Catch-Up Funding Received 2020-21</b>	31x £80 £2480 (October Census) Actual £1,653 as missed October 1/3 payment due to being new opener
<b>Total number of pupils</b>	32 (from January 2021)	<b>% Disadvantaged Pupils</b>	13% or 4 children

Contextual Information
<p>GPVPA is a new school which opened to a new community on 1<sup>st</sup> September 2020. The school opened to its first Reception cohort. To the end of January 2021 there were 39 accepted offers, however with mobility / change in family circumstance, there are currently 32 children on roll.</p> <p>The school has a diverse cohort, with the following statistics from Admissions information:</p> <ul style="list-style-type: none"><li>• EAL/ first language not English: 9/32 28%</li><li>• New to English/UK: 6% (2 children)</li><li>• Non WBri 27/32 84%</li><li>• BME or prefer not say: 22/32 69%</li><li>• PP- 13% (4 children)</li><li>• Summer born: 16/32 50%</li><li>• Spring and Summer born: 21/32 66%</li><li>• Of the 32 children, 30 (94%) attended pre school/ Nursery/ Day Care prior to COVID-19 lockdown on March 23<sup>rd</sup> 2020, 2 of which were overseas.</li><li>• Parent provided data 10/32 31% new to reading English and 20/32 65% beginning to read English.</li></ul> <p>Due to predicted mobility and the fact that the LA funded 60 places, two teachers and one LSA were appointed. This exceeds statutory ratios and gives capacity to support Catch Up.</p>

## Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)

A.

### Targeted support for Early Language Acquisition (Speech and Language Development)

Early baseline indicates that speech and language is a core area for development for all children, particularly those in the early stages of language acquisition (28%). 26% are EAL and 94% are new or beginning to read English. 4 children have identified and previously supported Speech and Language needs from Nursery.

Baseline CLL data indicates:

Cohort 31	Baseline
	Autumn Mid- CLL
Cohort	L&A 32% U: 25% S: 25%
PP 3	L&A 33% U: 33% S: 33%
Boys 14	L&A 36% U: 21% S: 21%
Girls 17	L&A 29% U: 29% S: 29%

2 of the 3 PP (at Baseline) learners will need targeted support (the other child was exceeding at Baseline and this will need to be maintained).

Talk Boost is a targeted programme with a proven track record in accelerated speech and language development for targeted children following the programme.

Talk Boost cite: [How Talk Boost will help your children pick up where they left off before lock down](#)

Delivered in 3 sessions a week for 8-10 weeks, the Talk Boost series is proven <https://ican.org.uk/media/2738/tb-data-statements-0820.pdf> to help improve a child's speech and language development.

The Talk Boost approach supports children to work in groups to develop their speech, language and communication and will boost not only those core skills, but also support their social interactions with other children. The structured, differentiated approach with an emphasis on underlying skills for learning and social emotional development can help ease children back into the school environment.

Talk Boost tracks progress so that the school can measure impact from the baseline.

## Summary of Expected Outcomes

A.

In line with Talk Boost published data (I Can Tracker), we aim for the children’s ability to reach expected levels to increase as follows:

- The number of children reaching expected levels in their ability to understand and use vocabulary more than doubled;
- Nearly half the children were at expected levels in their ability to tell someone what has happened (compared with 6% before);
- More than three quarters of children (78%) reached expected levels understanding language (compared with 25% before);
- Nearly 70% of children were at expected levels in their social interaction skills (compared with 20% before).

Post Baseline data summary, this is specified in terms of Development Matters progress and phonics phase progress. The Talk Boost Tracker will be used, post staff training on 23/10/2020.

The targets for GLD are:



Green Park Village Primary Academy  
Reception 2020/2021

Cohort 31	Baseline	Projection	Projection	Projection	National	School KPI	Target ambitious
	Autumn Mid- CLL	GLD	GLD +	GLD exceeding	GLD 2019		
<b>Cohort</b>	L&A 32% U: 25% S: 25%	61% (19)	73% (23)	13% (4)	71.8% CLL 72.6%	70%	87% (27)
<b>PP 3</b>	L&A 33% U: 33% S: 33%	33%	67% (2)	33%			67%
<b>Boys 14</b>	L&A 36% U: 21% S: 21%	71% (10)	79% (11)	7% (1)	64%		79%
<b>Girls 17</b>	L&A 29% U: 29% S: 29%	59% (10)	76% (13)	18% (3)	77.6%		100%

## 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)
a/ supporting great teaching	<p>Additional teaching capacity in the unit- 2x teachers and 1x LSA for the Reception Unit</p> <ul style="list-style-type: none"> <li>Phonics teaching- daily three-way differentiated split for input and FG</li> <li>Writing / maths- 3x daily FG</li> <li>Guided reading 3x daily FG</li> </ul>	All	All children making at least expected progress, with targeted children making accelerated progress from the Baseline assessment.	SC/ AB	<p>Targeted QAT interventions for Reading, Writing and Maths in place post Baseline assessment</p> <p>Targeted phonics groups in place for Autumn 2 and reviewed throughout school year</p> <p>All children identified with an additional need, receiving targeted QAT in all GLD areas of learning.</p>	<p>£21,467 of which:</p> <p>£10,733.50 for QFT</p> <p>£10,733.50 for QAT</p>	£0
b/ pupil assessment and feedback	Investment in Tapestry, an online learning journal to support the collation of learning information and the sharing of this with parents	All pupils	Progress and attainment detailed for all children, with clear interactions evident between school and home	SC/AB	December 2020 and April 2021- all parents accessing the online portal and commenting / adding photos	£121.20	£0
c/ transition support	Additional transition for children identified with SEND needs or requiring additional social/emotional support.	Targeted pupils x4	All children will settle into full time school, being able to talk to friends, express needs to adults and to join in with activities. Detachment from parent will be typical and not extended	GJ/SC	Week 1- how well do the children settle into full time Reception schooling? Observations, with records for increased monitoring in place for those more vulnerable (CPOMs).	Directed time/ holiday time	£0

c/ transition support	Transition videos and online sessions to get to know each other	All pupils	All children will settle into full time school, being able to talk to friends, express needs to adults and to join in with activities	GJ/SC	Week 1- how well do the children settle into full time Reception schooling? Observations, with records for increased monitoring in place for those more vulnerable (CPOMs).	Directed time/ holiday time	£0
<b>Cost - Sub-totals</b>						£21,588.20	£0
<b>Total budgeted cost for Strand 1</b>						£21,588.20	

<b>STRAND 2: TARGETED SUPPORT</b>							
<b>Element of Strand</b> <i>(eg, Interventions)</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>
a/ 1-1 and small group tuition	Targeted ELSA support for those children identified as requiring enhanced social/ emotional support	Targeted pupils	Targeted children will meet ARE (GLD) on exit of YR.	SC/AB/AW	At end of 8 week targeted intervention.	£10,733.50	£0
b/ intervention programmes  <b>Talk Boost</b>  <a href="https://ican.org.uk/talk-boost/">https://ican.org.uk/talk-boost/</a>	Post training and purchase using funding  Talk Boost for targeted children requiring support with ELA- Early Language Acquisition  3x per week for 8-10 weeks- targeted intervention	Targeted pupils	Targeted children will make 6-9 months progress from starting point	SC/ AB/ AW	At end of 8 week targeted intervention	£10,733.50	£1179.99 resources £328.80 Training
c/ extended school time	Not planned	Not planned	Not planned				
<b>Cost - Sub-totals</b>						£10,733.50	£1179.99
<b>Total budgeted cost for Strand 2</b>						£11913.49	

<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>
a/ supporting parents and carers	Information and guidance sessions: Phonics Reading at home Tapestry	All pupils	All parents will be reading with their child 5x per week and recording comments in their reading records.	GJ/ SC	December 2020-and April 2021- all parents will be reading with their child 5x per week and recording comments in their reading records.	Directed time/ outside of school time	£0
a/ supporting parents and carers	Information and guidance sessions: CLIC- Children Learning in Class- post bubbles	Planned for post bubbles/ RMP	Planned for post bubbles/ RMP		Planned for post bubbles/ RMP		
b/ access to technology	Not planned	Not planned	Not planned		Not planned		
c/ holiday support	Not planned	Not planned	Not planned		Not planned		
<b>Cost - Sub-totals</b>						£0	£0
<b>Total budgeted cost for Strand 3</b>						£0	

## Financial Summary

<b>Cumulative Sub-total for all strands</b>	£42,934	£1179.99
<b>Total budgeted cost for all strands</b>	£44,113.99	

## Additional Information (if any)

### Review February 2021-

- COVID-19 meant two additional lockdowns (November 2020, 4 weeks and January 2021, 8 weeks minimum). All children attended school in Term 1 and Term 2, with no school bubble closure. During the second lockdown (January 2021 onwards), the government direction resulted in remote learning occurring for 22/32 children in Term 3. In Term 4 two children in receipt of PP will join the children on site, resulting in 20 children remote learning and 12 on site. During lockdown 3, all children follow the YR timetable, with the school team leading and guiding all learning.
- Attendance to live and on site learning is excellent. Parental interaction on Tapestry is variable- with some exceptional, some intermittent and some with no or limited engagement.

- Regarding remote learning, school has provided a highly supportive offer for children and parents, with four whole cohort live inputs per day in the mornings, followed by targeted small group live intervention sessions. This means each child receives two intervention sessions for phonics/ reading per week. Children receive 11.5 or 12.5 hours of live sessions per week. The school team call parents, in addition to interacting on Tapestry.
- For children on site, Talk Boost sessions continued, with some review of groups necessitated by targeting children on site.
- Transition into school was successful.
- Children with SEND have been identified and meetings held with parents in November 2020 and February 2021.
- Parent/ teacher meetings occurred in November and are pending for Term 4 Week 1 (at the point of writing). Parents are aware of their child's Baseline assessment and will be advised of the December 2020 Term 2 Assessments and next steps.
- On entry back into school post lockdown 3, all children will be re-assessed according to the REAch2 assessment guidelines.
- The team have reviewed parental engagement in reading at home, post parent information sessions. Individual encouragement was recorded in the Reading Records by the HT.

Review August 2021-

- QAT/ Interventions continued until the end of the year, with groups reviewed at each data point.
- Where parents did not engage with daily home reading, school picked this up on a daily one to one basis.
- Data picture **Speaking – increase from Baseline 29% ARS to end of year outcome of 83% ARS over the year:**

### EYF512 | Attainment Over Time

Reception | All Pupils

Report Description:

This report displays the number and percentage of pupils that are At and Above expectations for the 12 GLD Aspects in the terms selected.

Please Note: The count for each aspect is based on pupils who have an assessment entered for that aspect.

Term	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self-Care	Self-Confidence and Self-Awareness	Managing Feelings and Behaviour	Making Relationships	Reading	Writing	Numbers	Shape, Space and Measures
Autumn Mid Term	33.33% (8/24)	29.17% (7/24)	29.17% (7/24)	29.17% (7/24)	54.17% (13/24)	33.33% (8/24)	33.33% (8/24)	8.33% (2/24)	41.67% (10/24)	25.00% (6/24)	33.33% (8/24)	33.33% (8/24)
Autumn End of Term	34.62% (9/26)	30.77% (8/26)	23.08% (6/26)	26.92% (7/26)	42.31% (11/26)	34.62% (9/26)	23.08% (6/26)	7.69% (2/26)	38.46% (10/26)	30.77% (8/26)	30.77% (8/26)	30.77% (8/26)
Spring End of Term	27.59% (8/29)	27.59% (8/29)	34.48% (10/29)	31.03% (9/29)	41.38% (12/29)	34.48% (10/29)	20.69% (6/29)	17.24% (5/29)	37.93% (11/29)	31.03% (9/29)	34.48% (10/29)	17.24% (5/29)
Summer Mid Term	51.72% (15/29)	62.07% (18/29)	51.72% (15/29)	68.97% (20/29)	79.31% (23/29)	68.97% (20/29)	58.62% (17/29)	41.38% (12/29)	55.17% (16/29)	44.83% (13/29)	44.83% (13/29)	34.48% (10/29)
Summer End of Term	86.21% (25/29)	96.55% (28/29)	82.76% (24/29)	86.21% (25/29)	93.10% (27/29)	82.76% (24/29)	79.31% (23/29)	82.76% (24/29)	82.76% (24/29)	79.31% (23/29)	82.76% (24/29)	86.21% (25/29)

# EYFS12 | Good Level of Development Tracking

Reception | Summer End of Term | All Pupils

## Report Description:

This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups. There is an option to drill down in the report (+) which will show individual pupil's attainment within the Summer End of Term and a Mode (Most frequent result) column based on the number of aspects displayed.

	Communication and Language			Physical Development		Personal, Social and Emotional Development			Literacy		Mathematics		On Track for GLD
	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self-Care	Self-Confidence and Self-Awareness	Managing Feelings and Behaviour	Making Relationships	Reading	Writing	Numbers	Shape, Space and Measures	
Reception (+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
Boys (+)	69.2% (9/13)	92.3% (12/13)	61.5% (8/13)	84.6% (11/13)	84.6% (11/13)	76.9% (10/13)	69.2% (9/13)	76.9% (10/13)	84.6% (11/13)	76.9% (10/13)	84.6% (11/13)	84.6% (11/13)	61.5%
Girls (+)	100.0% (16/16)	100.0% (16/16)	100.0% (16/16)	87.5% (14/16)	100.0% (16/16)	87.5% (14/16)	87.5% (14/16)	87.5% (14/16)	81.3% (13/16)	81.3% (13/16)	81.3% (13/16)	87.5% (14/16)	81.3%
Disadvantaged (+)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0%
Non Disadvantaged (+)	84.0% (21/25)	96.0% (24/25)	84.0% (21/25)	88.0% (22/25)	92.0% (23/25)	80.0% (20/25)	76.0% (19/25)	80.0% (20/25)	84.0% (21/25)	80.0% (20/25)	84.0% (21/25)	88.0% (22/25)	72.0%
FSM (+)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0%
Non FSM (+)	84.0% (21/25)	96.0% (24/25)	84.0% (21/25)	88.0% (22/25)	92.0% (23/25)	80.0% (20/25)	76.0% (19/25)	80.0% (20/25)	84.0% (21/25)	80.0% (20/25)	84.0% (21/25)	88.0% (22/25)	72.0%
Non In Care (+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
Non Ever InCare (+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
Pupil Premium (+)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0%
Non Pupil Premium (+)	84.0% (21/25)	96.0% (24/25)	84.0% (21/25)	88.0% (22/25)	92.0% (23/25)	80.0% (20/25)	76.0% (19/25)	80.0% (20/25)	84.0% (21/25)	80.0% (20/25)	84.0% (21/25)	88.0% (22/25)	72.0%
Non Service Child (+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
SEN (+)	25.0% (1/4)	75.0% (3/4)	0.0% (0/4)	50.0% (2/4)	50.0% (2/4)	50.0% (2/4)	25.0% (1/4)	50.0% (2/4)	50.0% (2/4)	25.0% (1/4)	50.0% (2/4)	50.0% (2/4)	0%
Non SEN (+)	96.0% (24/25)	100.0% (25/25)	96.0% (24/25)	92.0% (23/25)	100.0% (25/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	92.0% (23/25)	84.0%
EAL (+)	81.3% (13/16)	93.8% (15/16)	81.3% (13/16)	93.8% (15/16)	93.8% (15/16)	87.5% (14/16)	81.3% (13/16)	87.5% (14/16)	87.5% (14/16)	87.5% (14/16)	87.5% (14/16)	93.8% (15/16)	75.0%
Non EAL (+)	92.3% (12/13)	100.0% (13/13)	84.6% (11/13)	76.9% (10/13)	92.3% (12/13)	76.9% (10/13)	76.9% (10/13)	76.9% (10/13)	76.9% (10/13)	69.2% (9/13)	76.9% (10/13)	76.9% (10/13)	69.2%
BME (+)	83.3% (20/24)	95.8% (23/24)	83.3% (20/24)	95.8% (23/24)	91.7% (22/24)	87.5% (21/24)	83.3% (20/24)	87.5% (21/24)	91.7% (22/24)	87.5% (21/24)	91.7% (22/24)	95.8% (23/24)	79.2%



