

Dorothy Barley Junior Academy: Summary of Catch-Up Strategy



This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance**).

School information			
School	Dorothy Barely Junior Academy		
Academic Year	2020-2021	Catch-Up Funding Received 2020-21	Nothing yet estimated £80 per pupil for 391 £32, 120 October 2019 census based on 401
Total number of pupils	391	% Disadvantaged Pupils	36% (funded on 402)

Contextual Information (if any)
Dorothy Barley Junior Academy is larger than the average-sized primary school in Dagenham. The school became a sponsor-led academy on 1 June 2014. It is part of the REACH2 Academy Trust. When its predecessor school, Dorothy Barley Junior School, was last inspected by Ofsted, it was judged to be inadequate overall. In the first Ofsted since becoming an academy it was judged 'Good' in all areas. Barking and Dagenham is the 22nd most deprived authority in England and many families in the borough are either on low incomes, where full-time salaries are lower than any other authority in London, or they are dependent on benefits. More than a fifth of working age residents in the borough claim at least one type of benefit, compared to the national average of one in seven. Housing benefit claimant levels are high and have increased by 12% since 2008. Almost a third of households rent through either a housing association or the Council and house prices and average rent levels remain the lowest in London. The rate of unemployment is high, at 5%, and has risen faster in the last two years than it has across London and the UK. Child poverty levels are the 9th highest for any authority in the UK and 36% of children are living below the poverty line. Over a quarter of school pupils are eligible for Free School Meals compared to 18% nationally (evidence taken from 'Summary Needs Assessment- Barking and Dagenham's Children and Young People's Plan 2011 – 2016'). The London Borough of Barking and Dagenham Education Strategy 2014-2017 document reports that approximately one in three children (34%) in Barking and Dagenham is born into poverty, higher than the national average of one in five.

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Review the maths and English curriculum, content and skills missed in Summer term 2019-2020 in each year group to devise bridging plans in Writing & Maths. Reading will continue to be supported
B.	Baseline all children to ensure accurate starting points (Summer term PiRA, PuMA Year 2 Phonics test for Year 3.
C.	Provide a range of support to address gaps (school and home)

Summary of Expected Outcomes	
A.	Increase in ARE from baseline to A2
B.	Increase in test scores PiRA, PuMA, PiXL, Phonics screening
C.	Robust coverage of skills and content in all year groups since in M&E and assessment outcomes

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand (eg, Supporting Great Teaching)	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	<ul style="list-style-type: none"> YGLs and ENCO/NUMCO to lead review of ENG/MA curriculum to create bridging plans Provide additional curriculum time for whole class curriculum catch up (3 x 30 mins in the afternoon per week commenced 07.09.20). Extend to 5 x 30 mins per week with Y3 doing additional Phonics in their Reading blocks to work through the Letters and Sounds programme Use of PiXL to support afternoon gap filling (PiXL Catch Up/Characteristics/Therapies) 	All	<ul style="list-style-type: none"> All lessons are at least good Additional whole school catch up sessions are planned using assessment information to give appropriate content (support and challenge) PiXL therapies used to support gap filling PLCS used for class and home use 	SLT YGLs SLs Catch Up Lead (MC)	SLT YGLs SLs Catch Up Lead (MC) Impact evaluated at each data drop/test period and during PPMs, add catch-up to agenda for Phase/YG briefings to keep it in focus across the school	£3,240	£2,500
Pupil assessment and feedback	<ul style="list-style-type: none"> Baseline (Su2) tests in Reading and Maths (wb 7th Sept) Baseline phonics began 7th Sept (Y3), Year 4 and ARP 14th Sept) Year 3 phonics programme (chn have been grouped with vast majority starting at 5b with CTs, smaller groups doing 5a and Phase 3 with TAs) x 5 per week for 40 minutes plus an additional 5 x 30 mins in 'Reading' weeks to accelerate through the programme Year 6 Speed Reading (14.09.20) Catch Up curriculum sessions recorded in pupil books for evidence 	<p>All</p> <p>All Y3, Y4 and ARP</p> <p>All Y6 (to identify all chn reading below 90 words per minute) All</p>	<ul style="list-style-type: none"> Increase in text scores over time More children can access Destination Reader over time 	SLT YGLs SLs Catch Up Lead (MC)	Monitored through the M&E schedule by all leaders Impact evaluated at each data drop/test period and during PPMs, add catch-up to agenda for Phase/YG briefings to keep it in focus across the school		£5,450

Supporting great teaching	1-1 and small group interventions through YGL and TA support Use of NTP when information is given (from Nov 2020?)	All targeted	Increase in text scores over time Increase in those achieving ARE over time	SLT YGLs SLs Catch Up Lead (MC)	Monitored through the M&E schedule by all leaders Impact evaluated at each data drop/test period and during PPMs, add catch-up to agenda for Phase/YG briefings to keep it in focus across the school		
Transition support - in this we are including support for new Year 3s (phonics support- see above) and transition/support for children who may face periods of time away from school)	Ensure children who face periods of self-isolation/bubble closure have appropriate resources to support home learning Provide packs for home-learning along with links	All	Increase in text scores over time Increase in those achieving ARE over time Chn will have access to be online and paper resources if in isolation	SLT YGLs SLs Catch Up Lead (MC)	Monitored through the M&E schedule by all leaders Impact evaluated at each data drop/test period and during PPMs, add catch-up to agenda for Phase/YG briefings to keep it in focus across the school	£1,200	
Cost - Sub-totals						£4,440	£7,950
Total budgeted cost for Strand 1						£12,390	

STRAND 2: TARGETED SUPPORT

Element of Strand (eg, Interventions)	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)
1:1 and small group intervention	Find and fix from catch up sessions in class, with a TA as a year group Interventions provided by YGLs and others as part of allocated leadership release time Have up to 5-6 pupils for it to be effective/support in class	All identified chn	Increase in text scores over time Increase in those achieving ARE over time	SLT YGLs SLs Catch Up Lead (MC)	Monitored through the M&E schedule by all leaders Impact evaluated at each data drop/test period and during PPMs, add catch-up to agenda for Phase/YG briefings to keep it in focus across the school		£2,500

Intervention programmes	Need to be intensive and focused around key concepts Target pupils' specific needs- this will be identified from assessments, by looking at the previous year's overview and low stake quizzes Plan for block lessons- ie. 1st wk Maths, 2 nd wk on Grammar, 3 rd Guided Reading – this will give pupils the opportunity to practise what they are learning and show that they understand Use of National Tutoring Programme (NTP) to support children. The school have signed up for this, info to follow	All identified chn	Increase in text scores over time Increase in those achieving ARE over time	SLT YGLs SLs Catch Up Lead (MC)	Monitored through the M&E schedule by all leaders Impact evaluated at each data drop/test period and during PPMs, add catch-up to agenda for Phase/YG briefings to keep it in focus across the school		Estimated Costs for NTP £10,000
Extended school time	Whole school extended day to replace staff meeting time in A2 (all children stay for 1 hour after school each Wed) Sessions planned by YGLs	All	Increase in text scores over time Increase in those achieving ARE over time	SLT YGLs SLs Catch Up Lead (MC)	Monitored through the M&E schedule by all leaders Impact evaluated at each data drop/test period and during PPMs, add catch-up		£2,500
Cost - Sub-totals							£15,000
Total budgeted cost for Strand 2						£15,000	

STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(eg, Access to technology)</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)
Supporting parents and carers	Spelling overviews and statutory word list shared on Class Dojo for all parents	All	Parents informed of strategies and gaps	SLT Catch Up Lead (MC)	Parent survey to review outcome of support provided		£750

					Analyse results to inform next steps.		
Supporting parents and carers	Provide parents with CGP books and a bank of resources to support pupils learning if isolating Use of the PiXL PLCs to support learning at school and at home During Open morning presentation explain to the parents what we are doing to support their children in order to catch up and how they can support them	All	Parents supported to access learning during periods of isolation	SLT Catch Up Lead (MC)	Parent survey to review outcome of support provided Analyse results to inform next steps.		£1,322
Access to technology	Survey parents for access to remote learning technology	All	Parents supported to access technology	SLT Catch Up Lead (MC)	Parent survey to review outcome of support provided Analyse results to inform next steps.	£500	
Holiday support	Comprehensive use of PiXL homework packs across the school for each holiday period (paper packs provided for all with links on Class Dojo) Links sent to parents (use ones given in Contingency Plan)	All	Parents supported to continue to access learning during holiday periods to support catch up of lost learning	SLT Catch Up Lead (MC)	Parent survey to review outcome of support provided Analyse results to inform next steps.	£450	£1,700
Cost - Sub-totals						£950	£3,772
Total budgeted cost for Strand 3						£4,722	

Financial Summary

Cumulative Sub-total for all strands	£5,390	£26,722
Total budgeted cost for all strands	£32,112	

Additional Information (if any)
None

--