

Dorothy Barley Junior Academy: Summary of Review of Catch-Up Strategy March 2021 July 2021



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	£32,880 received
Total number of pupils	391	% Disadvantaged Pupils	36% (funded on 402)

Contextual Information (if any)
<p>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.</p>

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)
B.	Baseline all children to ensure accurate starting points (Spring Term PiXL, Year 3-5 and SATs 2019 Year 6)
C.	Provide a range of support to address gaps (school and home)

Summary of Expected Outcomes	
A.	Increase in ARE from baseline to A2
A.	Increase in ARE from March baseline to Sum 2
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 Autumn Term Spring Review Summer Review	<ul style="list-style-type: none"> YGLs and ENCO/NUMCO to lead review of ENG/MA curriculum to create bridging plans. Completed. 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 Completed. Use of PiXL to support afternoon gap filling (PiXL Catch Up/ Characteristics/Therapies) <p>Completed in Autumn term, Catch-up continued throughout school closure but not focusing on PiXL. Spring 2 and Summer 1, reintroduced PiXL to frame and structure Catch- Up Programme.</p>	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 QLAs used to measure impact of Catch-Up programme 	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 While as a school, we continued to provide Catch- Up sessions during remote learning, the majority of pupils did not engage with these sessions. This may have been due to the fact that we provided more than the four hours statutory remote education lessons. These sessions continued throughout Spring and Summer terms once school reopened. Catch Up Leads (MC and LO'C) to measure impact of Catch-Up programme through use of data, QLAs, PPM data using Summer data. See data analysis table below.		£8,952

Pupil assessment and feedback	<ul style="list-style-type: none"> Baseline (Su2) tests in Reading and Maths (wb 7th Sept) Completed. Baseline phonics began 7th Sept (Y3), Year 4 and ARP 14th Sept) Completed. 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 ins in 'Reading' weeks to accelerate through the programme Completed. Year 6 Speed Reading (14.09.20) Completed. Catch Up curriculum sessions recorded in pupil books for evidence Completed. Baseline Assessment following school closure March 2021. Completed. 	<p>All</p> <p>All Y3, Y4 and ARP</p> <p>All Y6 (to identify all chn reading below 90 words per minute)</p> <p>All</p>	<ul style="list-style-type: none"> Increase in test scores over time More children can access independent learning over time More children can access Destination Reader over time 	SLT YGLs SLs Catch Up Lead (MC)	<p>Monitored through the M&E schedule by all leaders, including remote education sessions</p> <p>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</p> <p>Catch Up Leads (MC and LOC) to measure impact of Catch-Up programme comparing baseline and Sum 2 data.</p> <p>Pupil voice showed that 100% of children we able to say that Catch – Up supported their learning and were able to give examples. Year 6 pupils stated that they were only able to engage with their learning when DBJA staff led the Catch- Up Sessions.</p> <p>See data analysis table below.</p>	£5,711	<p>£1,416</p> <p>£5,965</p> <p>£5,975</p> <p>£5,442</p>
Supporting great teaching	<p>1-1 and small group interventions through YGL and TA support. TA interventions completed.</p> <p>Use of NTP when information is given NTP to start 26th April 2021. Entry and Exit tests to measure impact of programme. Completed.</p>	All targeted	<p>Increase in test scores over time</p> <p>Increase in those achieving ARE over time</p>	SLT YGLs SLs Catch Up Lead (MC)	<p>Monitored through the M&E schedule by all leaders. Completed.</p> <p>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</p> <p>NTP Lead (LOC) to track data via NTP portal to show impact of tuition sessions. See data analysis table below.</p> <p>YGLs intervention sessions didn't take place during 2020- 2021. These sessions will be a focus for next year.</p>		
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)	<p>Ensure children who face periods of self-isolation/bubble closure have appropriate resources to support home learning</p> <p>Provide packs for home-learning along with links Completed and continued through remote learning during school closures.</p>	All	<p>Increase in test scores over time</p> <p>Increase in those achieving ARE over time</p> <p>Chn will have access to be online and paper resources if in isolation</p>	SLT YGLs SLs Catch Up Lead (MC)	<p>Monitored through the M&E schedule by all leaders</p> <p>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</p> <p>See data analysis table below.</p>	£214	

Cost - Sub-totals	£5,925	£27,750
Total budgeted cost for Strand 1	£33, 675	

Evaluation: STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES

Whole class data for the year groups are as follows:

Year Group:	Combined Results from Autumn 2020 to Summer 2021:	Increase of:
Year 3	11%- 37%	26%
Year 4	6%- 48%	42%
Year 5	15%-42%	27%
Year 6	12%- 41%	29%

NTP data for the year groups are as follows:

Year Group:	Subject Results from Autumn 2020 to Summer 2021:	Increase of:	Combined Results from Autumn 2020 to Summer 2021:	Increase of:
Year 5 Maths	0% - 44%	44%	0% - 33%	33%
Year 6 Maths	11%- 44%	33%	11%- 33%	22%
Year 5 Writing	6%- 39%	33%	0%- 33%	33%
Year 6 Writing	17% - 50%	33%	17%- 44%	27%

The data for the individual subjects show a greater increase, showing that the targeted subjects covered in NTP had impact.

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. Were unable to complete this due to Covid restrictions still in place. Interventions provided by YGLs and others as part of allocated leadership release time. This did not take place but will be in 2021-2022. Have up to 5-6 pupils for it to be effective/support in class NTP to start 26 th April 2021. Entry and Exit tests to measure impact of programme. NTP sessions completed in 1:3 groups.	All identified chn NTP targeted to Year 5 and 6 pupils.	Increase in test 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 Entry and exits assessments to measure impact of NTP. See data analysis above.		
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 bridging documents. Completed. 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. Completed. Use of National Tutoring Programme (NTP) to support children. The school have signed up for this, info to follow NTP to start 26 th April 2021 following identification of 24 Year 5 children and 24 Year 6 children. 54 pupils across year 5&6 were given access to NTP sessions.	All identified chn	Increase in test 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 Entry and exits assessments to measure impact of NTP. See data analysis above.		£5,130

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 Not completed, timetable adjustment made instead.	All	Increase in test 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 <i>Did not occur, time table adjustment made instead.</i>		
Cost - Sub-totals						0	£5,130
Total budgeted cost for Strand 2						£5,130	

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. Completed and continued throughout school closure.	All	Parents informed of strategies and gaps	SLT Catch Up Lead (MC)	Parent survey to review outcome of support provided. <i>Remote Education Survey completed with parents who were happy with remote education offer to their children.</i> Analyse results to inform next steps. <i>Following positive responses, continue with our current provision as parents were happy with the lessons that were provided and the feedback that the children were receiving. A suggestion that the school have taken on board and will implement if there are</i>		

					further school closures were to have more face-to-face Google Meet sessions in the afternoon.		
Supporting parents and carers	Provide parents with CGP books and a bank of resources to support pupils learning if isolating Completed and continued throughout school closure. Use of the PiXL PLCs to support learning at school and at home Need to restart this in summer term. Children's PiXL groups re-established in summer term in order to use PLCs moving forward. 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 Completed.	All	Parents supported to access learning during periods of isolation	SLT Catch Up Lead (MC)	Parent survey to review outcome of support provided. Same as above. Analyse results to inform next steps. Same as above. Same as above.	£1,333	
Access to technology	Survey parents for access to remote learning technology Completed with positive results.	All	Parents supported to access technology	SLT Catch Up Lead (MC)	Parent survey to review outcome of support provided. Same as above. Analyse results to inform next steps. Same as above.	£300	
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). Completed. Varied levels of participation. Summer 2021 holiday packs to be sent home. Links sent to parents (use ones given in Contingency Plan) Completed	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. Same as above. Analyse results to inform next steps. Same as above.	£1,514	
Cost - Sub-totals						£3,147	
Total budgeted cost for Strand 3						£3,147	

Financial Summary

Cumulative Sub-total for all strands	£14,202	£32,880
Total budgeted cost for all strands	£47,082	