

## Oxhey Wood Primary School: Summary of Catch-Up Strategy Updated January 2021

School information			
<b>School</b>	Oxhey Wood Primary School		
<b>Academic Year</b>	2020-21	<b>Catch-Up Funding Received 2020-21</b>	Provisional: £25,546
<b>Total number of pupils</b>	358	<b>% Disadvantaged Pupils</b>	27%

Contextual Information (if any)
<ol style="list-style-type: none"> <li>1. Oxhey Wood has recently expanded to a 2 form Primary School from 3-11 years. It is in an area of high social deprivation. The Index of Multiple Deprivation (IMD) 2010 for the school's catchment shows that Northwick in Three Rivers is the most deprived Lower Super Output Area in Hertfordshire and in the most deprived 30% nationally.</li> <li>2. In January 2017 the school formally collaborated with another local school – Warren Dell Primary School and there is one Academy Governing Board across both schools</li> <li>3. The school converted to academy status under HfL MAT on 1<sup>st</sup> September 2017 now known as Agora Learning Partnership</li> <li>4. In recognition of the vast number of children that enter the school Nursery significantly below age related expectations the school employs additional adults in the EY to accelerate progress</li> <li>5. 24% have FSM (June 2020) and 27% are eligible for PPG and 38% EYPPG (June 2020)</li> <li>6. There are an increasing number of children identified by school as being more vulnerable i.e. Young carer, subject to a CP plan, CAF,</li> <li>7. An increasing number of children have EAL with an increasing number New to England: 34.% June 2020</li> <li>8. Pupils with SEN: 18.5% EHCP: 12 (49 % of children with SEN primary need is SEMH/Social and Communication/ASD)</li> </ol>

9. September 2018-new Leadership structure consisting of Executive Head teacher, 1 ft deputy head teacher with 3 assistant head teachers. The business manager is shared across both schools.
10. The predecessor school was inspected in April 2014 and judged to be good. It experienced a period of flux and significant leadership change until the current exec HT took up post in September 2016
11. There are 15.2 FT or equivalent teachers in classes or supporting classes
12. School remained open throughout lockdown for keyworkers and vulnerable children and from 1<sup>st</sup> June 2020 children in Nursery, Reception, Years 1 and 6 returned to school, with Year 5 children returning from 22<sup>nd</sup> June. (all children were offered places in these year groups but not all attended. As a minimum weekly phone calls to parents and children were made with home learning packs delivered to all children along with food parcels and lunches for those families that were eligible and/or needed support. Google classrooms was also introduced later in the term.

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

<b>A.</b>	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>B.</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.
<b>C.</b>	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**

<b>A.</b>	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>B.</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.

<b>C.</b>	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.
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Intent	Implementation	cost	Success criteria	Impact
Continued high level learning at home for individuals/groups/classes if home learning is needed	<p>Teachers to receive training for google classrooms and time to ensure parallel learning is planned and immediately accessible if needed September 2020-</p> <p>January 2021- further training to ensure remote learning is of a consistently high standard across school</p> <p>Dedicated time to support remote learning in place</p>	<p>£300</p> <p>£450</p> <p>£740</p>	Google classroom used effectively to ensure all children having to learn at home access similar learning to children in school	Remote learning is in place and children have been able to access this Issues with some families not accessing even with daily phone calls-support in place in school on return
Effective teaching is evident across school	<p>Support for teachers for curriculum planning September 2020</p> <p>Further training on recovery curriculum and use of knowledge organisers January 2021</p> <p>Dedicated time to embed recovery and blended curriculum</p>	<p>£500</p> <p>£250</p> <p>£740</p>	<p>Broad and balanced curriculum in place across school</p> <p>gaps due to COVID19 identified and planned for</p> <p>consistent approach to prior learning and missed learning</p>	Children have been engaged in their learning Autumn 2020-

	Purchase of back on track English and number bots	£1100		
As needed identified children are supported emotionally so that they are ready to learn	Pastoral support offered as needed for small groups/individuals (in addition to planned support) September 2020	34 weeks @ £16 = £544 Plan for 1 additional group £544	Children are more ready to learn Children are able to recognise how they are feeling	
Assessments are purposeful and inform teaching	Additional time for teachers to review learning with children alongside assessments and give effective feedback starting W/C 7 <sup>TH</sup> September  Supply 1 day a week to release teachers to deliver boosters support remote learning	£1463- teacher release time with children  £180 x 24=£4320	Children receive high quality feedback that supports their learning Misconceptions are dealt with	
To ensure all children return to school in September	Family support for targeted parents who may be anxious about sending their child to school September – October 2020	20 hours @£20 = £400	by October 2020 attendance in line with that of autumn term 2019	All but 1 child returned to school- HT is in contact
Reception children settle quickly into school	Transition booklet sent home for the holidays Most vulnerable to attend summer club to familiarise themselves with school -	Holiday club £300	Reception attendance target 95% by end September  Vulnerable attendance target 95% by end of September  Then to look to increase further	

Early Years: Identify specific gaps in prime areas and plan to close	Staff to observe and assess children to identify priority areas 7-28 <sup>th</sup> September 2020	38 weeks x 6 hours= £3068	Targeted support for individuals/groups to ensure % of children at ARE at December 2020 is in line with that of December 2019	
Year 1 children complete ELG to move into KS1 curriculum	EY planning for Autumn 1 to support transition and to ensure coverage of ELG	£150 EY CPD for KS1 staff	Target for 67% of children working within KS1 curriculum by end autumn term	
Children in year 1 and 2 are secure in phonic knowledge and apply this to reading and writing	Additional targeted phonic sessions during the day/after school	20 minute phonic boosters- targeted by phase 34 weeks @£12.50 x5 groups £2125	Y1 88% pass phonics test June 2021 Y2 83% Pass phonics test by June 2021(high number of SEN in cohort)	77% Year 2 passed December 2020 Aim 83% June 2021
Majority of children in Year 2 reach expected levels in reading, writing and maths	Early morning reading/after school reading with TAs 21 <sup>st</sup> September- 2 <sup>nd</sup> July 2021 <b>Spring and Summer term</b> Maths booster during school day/after school-Teacher led SPAG booster during school day/before/after school	Reading 34 weeks @ £11 x3= £1122 Maths 20 weeks @£15 =£300 SPAG 20 weeks @£15=£300	by July 2021, percentage of pupils reaching expected levels in R, W and M is in line with national average for 2019'	
Identified gaps in learning in Year 3 in maths, reading, SPAG are identified and planned for	<b>Autumn term</b> Early morning reading/after school reading with TA's 21 <sup>st</sup> September-2 <sup>nd</sup> July 2021 <b>Spring and Summer term</b> SPAG after school booster	Reading 34 weeks @11 x2= £748 Maths 20 weeks @£15 x2= £600 SPAG booster 12 weeks @£15 = £180	78% Y3 achieving curriculum expectations by July 2020	

	Maths booster during school day/after school-Teacher led			
Identified gaps in learning in Year 4 in maths, reading, SPAG are identified and planned for	<p><b>Autumn term</b> Early morning reading/after school reading with TA's 21<sup>st</sup> September-2<sup>nd</sup> July 2021</p> <p><b>Spring and Summer term</b> SPAG after school booster Maths boosters</p>	<p>Reading 34 weeks @11 x2= £748</p> <p>Maths 20 weeks @£15 x2= £600</p> <p>SPAG booster 12 weeks @£15 = £180</p>	80% of Y4 achieving curriculum expectations by July 2020	
Identified gaps in learning in Year 5 in maths, reading, SPAG are identified and planned for	<p><b>Autumn term</b> Early morning reading/after school reading with TA's 21<sup>st</sup> September-2<sup>nd</sup> July 2021</p> <p><b>Spring and Summer term</b> SPAG after school booster Maths booster during school day/after school-Teacher led</p>	<p>Reading 34 weeks @11x2= £748</p> <p>Maths 20 weeks @£15 x2= £600</p> <p>SPAG booster 12 weeks @£15 = £180</p>	84% of Y5 achieving curriculum expectations by July 2020	
Children who were ARE in Year 2 reach expected levels at the end of year 6	<p><b>Autumn 1:</b> Reading fluency boosters</p> <p><b>Autumn 2</b> Reading comprehension boosters Arithmetic boosters</p> <p><b>Spring 1</b> SPAG boosters Maths reasoning boosters</p> <p><b>Spring 2</b> SPAG boosters</p>	<p>30 weeks @ £13- 4 days, 5 adults £ 7800</p>	71% of Y6 achieving expected levels by July 2020 (high number of SEN in cohort)	

	Maths reasoning boosters <b>Summer</b> Targeted boosters based on assessments			
Indicative spend		£30,566		