

# Westgate Primary School Catch-Up Strategy Statement 2020-21

## School overview

Details	
School name	Westgate Primary School
Pupils in school	602
Proportion of disadvantaged pupils	29.6%
Pupils with an EHCP	2.1%
SEND not including EHCP	13.4%
EAL	10.6%
Catch-Up Allocation	<b>£48160</b>
Academic years covered by statement	2020 - 21
Publish date	October 2020
Review date	July 2021
Statement authorised by	Mr Keith Wright
Catch-Up Lead	Jane Henderson
Governor lead	Sandra Roberts

## Strategy Aims

Aims	Expectation By July
1) Identifying and addressing gaps created through lockdown, in early learning in literacy and mathematical skills.	Accelerated progress in areas identified achieves security and readiness for the next steps of learning.
2) To secure a culture of a love of reading, depth of comprehension and age appropriate fluency across the school and curriculum.	Targeted support and strategies for reading have closed the gaps identified in order for pupils to be ready for their original next steps of learning.
3) Access to extended pastoral support for the most vulnerable pupils improves how happy and safe they and their families feel in and out of school.	Enhanced and extended inclusion team has defined roles and responsibilities through training and effective communication. Targeted pupils present as happier and are achieving better in their learning.

Measure	Activity
1)	<ul style="list-style-type: none"> <li>• Targeted Early Language and Communication skills.</li> <li>• Developing characteristics of good learning gaps within year 1.</li> <li>• A range of interventions to support Wave 1, 2 and 3 learning and support through Quality First Teaching.</li> <li>• Maximising use of School's Facebook / Google Classroom platforms to support parents / carers' engagement in learning at home both normally and in the event of a closure.</li> <li>• Rapid identification, assessment and, where necessary, external referral for children who present as well below that expected at the start of EY due to lack of assessment because of non-access to pre-school provision.</li> <li>• Evaluation of staff CPD needs to meet new demands, and focussed training on where there are gaps in ability to support effective learning and assessment</li> <li>• Additional support staff recruited to support those children most vulnerable without compromising holistic QFT.</li> <li>• Regular monitoring and evaluation by SLT / Subject Leaders ensures that focussed support is having the desired impact. Support given where needed.</li> </ul>
2)	<ul style="list-style-type: none"> <li>• Further enhancing the present, consistent culture of high-quality teaching and learning of reading as both listener and reader.</li> <li>• Establishment of non-negotiable daily class novel and daily class library throughout the school.</li> <li>• Conduct an audit of reading resources. Discarding books that are no longer valuable to learning and enjoyment. Reinvesting in lively, varied and enjoyable texts.</li> <li>• Using External advisors to evaluate current provision to review quality of teaching and learning and use of current staff and resources.</li> <li>• Actions established following audit to be evaluated in July 2021.</li> <li>• Establishment of the 'Better Readers' programme across all classes in first part of Autumn Term to run throughout the year.</li> <li>• Phonics interventions in KS1 and Early KS2 to level up fluency to where to should be.</li> <li>• Subject Leaders to identify where quality reading occurs across the curriculum to enhance vocabulary, knowledge and understanding. This includes and evaluation on how effectively the school library COULD be used post-COVID.</li> </ul>
3)	<ul style="list-style-type: none"> <li>• Two pupil support workers appointed to support the most vulnerable pupils following promotion of previous PSW into the LA.</li> <li>• Establishment of 'The Hive', a multi-skilled team of professionals assigned to meet the needs of pupils in terms</li> </ul>

	<p>of ability, SEND and vulnerability.</p> <ul style="list-style-type: none"> <li>• Enhanced training needs for all staff as required in terms of behaviour management and policy, safeguarding, emotional coaching and improved parental engagement particularly for those who are harder to reach.</li> <li>• Pupil Support staff to actively promote positive relationships with hard to reach parents and to engage positively and safely with these families to help them better support their children.</li> <li>• Using external bought-in expertise to up-skill existing staff in order to have a sustainable ability to support the most vulnerable families beyond this year.</li> </ul>
Potential Barriers to achievement	<ul style="list-style-type: none"> <li>• Further bubble closures could inhibit provision</li> <li>• Staff absence as a result of self-isolation of themselves or their own children.</li> <li>• Unavoidable absence of pupils due to the above preventing them accessing HQ intervention programmes</li> <li>• Where parents are fearful of returning their children back to school currently of following a potential outbreak of COVID</li> <li>• Limited engagement of parents where current restrictions prevent them accessing support workshops.</li> <li>• Limited technology at home for learning and parental support.</li> </ul>
Projected spending	<b>£48160</b> plus use of PPG and where appropriate HNF for SEND pupils.

Created - 14<sup>th</sup> October 2020