



## Catch-up premium report/plan

SUMMARY INFORMATION			
Total number of pupils:	72 (Initial allocation based on information from Oct 19 census)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£5440		

### School priorities for catch up premium funding:

- To support the emotional well-being of pupils and develop their stamina and resilience in learning
- To support the individual needs of pupils for who have gaps in phonics and reading, including reading comprehension.
- To support pupils who have specific needs in language, including speech and language and social communication whose programme may have been interrupted during lockdown
- To support the learning of vulnerable groups of pupils, identified in the pyramid.
- To support all pupils with closing the gaps in maths, particularly with reinforcement of basic concepts eg. number and place value
- To support the individual needs of pupils in writing and spelling by providing meaningful and relevant cross curricular contexts for developing skills and providing interventions for those who need further support
- To support families with remote learning by streamlining access to current learning activities via Google Classrooms, Tapestry or face to face interventions

**Academic barriers:** (issues addressed in school such as low levels of literacy/maths)

A	The diverse maths curriculum has been challenging to deliver remotely. Children have had varying levels of support at home and some parents are not confident enough with newer calculation methods. Stamina and confidence in maths will need building in pupils, along with a system to ensure that maths foundations are strong.
B	Assessment data from September 2020 shows indicates that many pupils in lower Key stage 2 had fallen back in reading. This includes decoding and reading comprehension but also pupils' enthusiasm for books and reading habits have been affected negatively.
C	Sections of the curriculum have been adversely affected and there are many gaps in coverage. Staff will focus on skills rather than content. It is very important that our curriculum continues to be engaging and motivating.

**External barriers:** (issues which require action outside school such as home learning environment and low attendance)

D	Parental support, confidence and engagement with remote learning is variable.
E	Confidence, stamina and resilience, are skills which were lacking on return in September. Combined with fatigue and getting back into routine, this was the biggest challenge in the autumn term. Attendance was very good and this will need to continue.

## Planned expenditure for current academic year

Strategic development					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff leads	cost
<p><b>Disadvantaged pupils</b></p> <p>CPD for Disadvantaged lead</p> <p>3 x 2 hour training sessions</p>	<p>Develop strategic overview for identification of and provision for disadvantaged pupils</p>	<p>Research based and current</p> <p>Sharing of good practise among schools</p>	<p>Feeding information back to staff and lead Governor</p> <p>Analysis of pupils</p> <p>Allocation of resources to disadvantaged groups</p> <p>Review in April 2020 – assess impact and value for money</p>	JH	£200
<p><b>Remote learning</b></p> <p>Google Classrooms &amp; Tapestry platforms</p> <p>CPD for staff</p> <p>Training pupils in school</p> <p>'How to' guides for parents</p> <p>Zoom subscription for remote learning and parents consultations</p>	<p>To have remote learning platforms ready to support learning</p> <p>To develop staff, pupil and parents capabilities and confidence in using the platforms</p>	<p>To use as a platform for pupils or staff who are self-isolating and unable to attend school.</p> <p>To strengthen communication between home and school</p> <p>To extend future use</p>	<p>CPD and sharing if staff expertise</p> <p>Consistent use by pupils across the curriculum</p> <p>Provision of laptops to those families who need one (disadvantaged pupils a priority group)</p>	JH/SU.KS	<p>Zoom £199</p> <p>Set up costs £170</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	cost
<p>Speech &amp; language support for Rec &amp; Y2 pupils GRT pupils – specific catch up plan for 4 x KS1 pupils 3 x Y4 pupils 1 x Y6 pupil</p> <p>Targeted individual &amp; group support for Y3 pupils in reading</p> <p>Y4 maths interventions</p> <p>Y4 writing intervention</p> <p>Year 5 &amp; 6 maths and writing intervention</p>	<p>Individualised support to help pupils close gaps, consolidate learning, increase skills and confidence</p>	<p>Support teacher to work alongside class teacher to deliver Wave 2 and Wave 3 support.</p> <p>The focus is on supporting pupils with foundations, bridging gaps and boosting confidence and resilience. Some pupils have missed a significant amount of schooling</p>	<p>Parallel planning with teachers</p> <p>Reviewing progress regularly – half termly or sooner to assess impact</p> <p>A range of intervention tools and supporting materials, eg Oxford Owl, White Rose maths, CGP</p>	<p>GD, JP</p>	<p>£2790 GD</p> <p>Share of £1200 JP</p> <p>£150</p>
<p><b>Purchase of supporting software</b> Target Tracker or similar Extension of Nessy programme to support reading and spelling Twinkl, TimesTables</p>	<p>Being able to track and assess pupil progress using diagnostic software</p>	<p>Effective programmes with diagnostic elements to track the progress of pupils, particularly those with multiple vulnerabilities</p>	<p>Half termly review and assessment (or sooner if needed)</p> <p><a href="https://www.nessy.com/uk/research-testimonials/research-evidence/">https://www.nessy.com/uk/research-testimonials/research-evidence/</a></p>	<p>JH</p>	<p>£600</p>

<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>cost</b>
<b>Extended schools</b> Breakfast club provision – training for staff Upper KS2 after school club for ICT and homework support Flexible Fridays	Readiness for learning  Preparation for secondary school  High level of cross curricular engagement	There is a focus on the whole child so that they can start their learning day with good food and support  Support for Transition for current Y6 is a priority  Bridging the gap between home and school and developing core skills through creative subjects	Breakfast club reviewed to ensure a range of activities	JH & all staff	Weekly cost £52
<b>Supporting emotional well-being</b> Art therapy – Year 3, 4 and 5 pupils	For pupils to maintain a high level of engagement in learning and develop stamina, resilience and high aspirations	Pupils need to be lifelong learners. Experience showed that pupils came back after lockdown with low expectations and learning fatigue.	Evaluation of pupils well-being	JH/JP	Share of £1200
<b>Total budgeted cost: £5440.00 (excludes extended schools)</b>					

## EVALUATION OF IMPACT – TO BE UPDATED AT THE END OF EACH TERM

### End of Autumn Term 2020:

Google classrooms training for parents and pupils in place – huge drive to complete this and ensure all parents engaged

4 x new laptops purchased and set up

Targetted intervention plan in place with staff recruited & pupils identified. Materials ordered for pupils

Breakfast club – staff completed food safety training and food risk assessment/procedural plan in place

Transfer of information to returning staff in place

Tapestry KS1 platform purchased

### End of Spring Term 2021:

### End of Summer Term 2021:

## **There are a range of supporting actions within this plan**

### **Diagnostic assessments**

**CPD** for teaching and support staff

**Targeted academic support** – catching up on missed building blocks where pupils did not return until Sept/March

**Wider strategies** such as Social and emotional support (to manage anxiety and assist readiness to learn) and after school clubs

**Early Language and Maths** – access to quality experiences including talk, reading and phonics, maths building blocks and writing opportunities

**Parental engagement** – ensuring parents engage with remote learning

**Attendance** – a few pupils have lower rates of attendance or have gaps in their attendance

NB. Many pupils have multiple vulnerabilities and these pupils are identified and tracked separately