CATCH-UP PREMIUM FUNDING 2020-21

SUMMARY INFORMATION

Total number of pupils:	210	Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget:	£16,800

STRATEGY STATEMENT

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To invest in technology which can support the ICT based programs school has already subscribed to which will enable frequent interventions to take place.

BARRIERS TO FUTURE ATTAINMENT

Reading	Where children did not participate in daily learning tasks, reading fluency and understanding has weakened. There is a wider gaps in pupil's attainment and therefore reading needs to be more accessible to families and more time should be spent reading with those who are not meeting the required expectations.
Writing	Children have lost essential skills to be able to write coherently. Pupils lack stamina and motivation to write. Teachers need to spend time sequencing learning to address missed objectives and build up stamina in writing now.
Maths	Due to COVID 19, gaps have appeared in learning due to missed content. As a result, basic skills have suffered (number bonds & times table facts) and some calculation strategies have required re-teaching.

ADDITIONAL BARRIERS

Behaviour & Well-being	Adaptations to the behaviour policy have meant that we now need to use a contact free system and manage new ways to communicate positives and negatives with parents so that we can work together collaboratively. Pupils have not been able to participate in usual PE and wellbeing activities and this has been something we aim to develop.
ICT	Access to technology has restricted use of online subscriptions which have been subscribed to in order to enhance learning. With more technology readily available in school, more pupils can address gaps in learning quickly.

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Teaching:

Action	Cost	Intention	What's the evidence and rationale for this choice?	Implementation	Staff lead	Review
PHONICS: Develop staff to ensure consistency across the teaching of phonics in KS1.	RELEASE TIME - £800	• The teaching of phonics is good or better. • Teachers and teaching assistants are consistent to their approach to phonics.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=phonics		KE	Half termly
READING KS2: To develop fluency and comprehension in reading through an explicit reading lesson and use of Reading Plus.	£4000	• To provide a platform which allows pupils to read daily and engage with a wide range of books. • To raise the profile of reading. • To close the gap in reading for the lowest 20% and vulnerable pupils.	Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on a word recognition and can be redirected towards comprehending the text. https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/#recommendation-1	Teachers to timetable Reading Plus sessions. Reading to take place regularly. Monitor leaderboards. Half termly teacher assessments. Termly formal assessments. .	EC	Half termly

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Action	Cost	Intention	What's the evidence and rationale for this choice?	Implementation	Staff lead	Review
To invest in a whole school approach to spelling with the use of Spelling Shed and Headstart.	£198 per annum +£240	• To provide a platform for pupils to practice spellings in a paper free form. • To engage pupils in spelling practice through games and challenges.	Promote fluent written transcriptions skills by encouraged extensive and effective practice and explicitly teaching spelling. https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/	To monitor impact: • In class spelling assessment tracking. • Termly assessment data • Spelling Shed data to monitor impact and its use.	JPS	Half termly
WRITING: Develop the sequence of writing so that staff can embed quality first teaching for all pupils.	£1000	• To ensure quality first teaching of writing. • To ensure there is a sequence to writing which will support the independent piece. • To raise the attainment in writing.	Pupil writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/	• Asses writing on an ongoing basis. •	JPS	Half termly
MATHS: To address missed learning with the use of White Rose Maths.	£1000	• To close gaps in learning so that pupils can reach age-related expectations by the end of the year. • To aid teachers with sequencing that recaps previous learning.	Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. It is important to assess what children do, and do not, known in order to extend learning for all children. https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf To learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition). https://whiterosemaths.com/latest-news/wrm-curriculum-the-new-ofsted-framework-your-questions-answered/	• Maths subject leader to invest in resources to support the scheme. • Maths assessments to take place at the start and end of each unit which are monitored by teachers and SL. • Learning walks and book trawls.	KE	Half termly

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Targeted Support:

Action	Cost	Intention	What's the evidence and rationale for this choice?	Implementation	Staff lead	Review
PHONICS: To address gaps in phonological awareness for pupils with the use of Nessy & 1:1 reading for pupils who are below ARE.	£450 (40 pupils)	Half termly progress. To be in line with the national expectations for the Y1 phonics screening. To provide catch-up interventions for Y2 pupils who have not passed their screening check.	https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for condiment and competent reading, but neither is sufficient on its own. Reading comprehension can be improves by teaching pupils specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties.	Baseline at the start and end of intervention. Timetable use of ICT equipment to support learning. Raise the profile with parents at home.	EC	Half termly
MATHS: Tutoring to take place for key priority pupils.	£1500 (Pos more depending on research)	To close the gaps for low attaining pupils in basic number knowledge and calculations.		Analyse autumn term data and identify pupils for intervention for the Spring term.	KE	Half termly

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Wider Strategies:

Action	Cost	Intention	What's the evidence and rationale for this choice?	Implementation	Staff lead	Review
Invest in ICT equipment (laptops/tablets) to support individuals in class.	£8000	Pupils who require further support have access to tablets so that targeted intervention can take place and meaningful learning. Enhance use of current subscriptions. Raise the attainment for basic skills in reading and mathematics.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload. https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf	Monitoring baseline data (October) and half termly assessment to take place to show progress.	EC	Half termly
To improve communication with parents through the use of Marvellous Me!	£399 (200 pupils)	Share positive news with parents and about the learning for their child. Build a positive teacher-to-parent partnership. Continue to involve parents in school during this time.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways, for example, by: • providing regular feedback on children's progress, • offering advice on improving the home learning environment, and • running more intensive programmes for children struggling with reading or behaviour. https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	Monitor use following introduction.	EC	Monthly

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To monitor pupils wellbeing	£450	https://www.risingstars-uk.com/subjects/assessment/wellbeing-and-attitudes-to-learning	We suggest the Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner. https://www.evidenceforlearning.net/recoverycurriculum/			