Catch-Up Premium Spend

2020-21

1. School Catch-up Priorities 2020/21

Summary

Priority	Success Criteria by the end of this plan	Total
1. **Ensure an adequate supply of hardware to ensure access to software-based intervention.**	- Purchase of 60 Chromebooks. - Pupils have access to hardware to ensure learning is continued at home in the event of self-isolation. - Personalised interventions provided through the use of focused APPs and software.	£10,740
2. **Pupils receive high-quality intervention, in school, by highly skilled members of staff.**	- Identified pupils receive high quality interventions from highly skilled members of staff. - Interventions are personalised and bespoke to meet the needs of individual pupils and groups, where appropriate. - Pupils in receipt of intervention make accelerate progress and the gap between them and their peers reduces.	£20,636.71
3. **The teaching of early reading and vocabulary is precise and aspirational.**	- Pupils develop their knowledge and use of vocabulary because of a specific focus on Tier 2 language. - Vocabulary development in progressive and aspirational and all staff hold high expectations for pupil vocabulary use. - Pupils in Foundation make accelerated progress in oral language and early literacy skills.	£1,696
	Total	**£33,072.71**
	Premium payment total of £32,520	**(-£1,552.71)**

Priority 1

Issue with evidence of need (qualitative and quantitative)	Barriers to Success including internal and external factors	Success Criteria by the end of this plan	Rationale evidence base for this approach	Links to other plans including strategic planning
Around 12% of the school population do not have access to suitable hardware that will enable them to engage with virtual learning. This need is most significant amongst disadvantaged pupils. Current hardware provision in school is not adequate to sufficiently offer individuals and groups access to personalised support through APPs and software.	Pupils do not have the ability to access virtual learning and therefore, in the event of school closure/self-isolating, there would be another break in learning offered. School is not able to provide personalised computer based programmes to pupils as there is a lack in appropriate hardware.	- Purchase of 60 Chromebooks. - Pupils have access to hardware to ensure learning is continued at home in the event of self-isolation. - Personalised interventions provided through the use of focused APPs and software.	Continuation is education is vital for all pupils – irrespective of disadvantage. Pupil access to sufficient hardware ensures learning can be provided quickly and with greater precision than in the absence of virtual access. Virtual resources (such as Oak Academy) are highly researched and produced to progress pupil knowledge.	

Implementation Process* including specific actions and timescales	Lead post holder	Monitoring who, when, how?	Resources / Costs	Evaluation
Purchase of 60 Chromebooks to meet a specification appropriate for school use and accessing materials online and APPs, as appropriate.	PC	PLC	£10,740	
Develop personalised packages of support (MyMaths, for example) and timetable daily use for identified pupils.	PLC Teachers	PLC & Teachers at PPMs. Statistical data from program.		
Hardware prepared and made available for disadvantaged pupils in the event of self-isolation or lockdown – to enable them to engage with virtual learning.	PLC PC/EP		In salary	
*ensure balance between quality first teaching for all, targeted support and other strategies		**Total**		

Priority 2

Issue with evidence of need (qualitative and quantitative)	Barriers to Success including internal and external factors	Success Criteria by the end of this plan	Rationale evidence base for this approach	Links to other plans including strategic planning
Pupils have returned after lockdown after having varied educational experiences. For some, gaps have emerged as a result of not engaging with virtual learning and missing out of key learning in school. Year groups most significantly impacted are Y1 and Y3. In other year groups individual pupils have been identified. Foundation baseline identified pupils have a lower relative starting point in phonological awareness, compared to previous years.	Quality first teaching remains our immediate focus, however, for some pupils the gaps emerged need a focused, bespoke approach. Sequences of learning master prior learning before learning new content, but for some pupils gaps in prior content are preventing them from progressing in line with peers.	- Identified pupils receive high quality interventions from highly skilled members of staff. - Interventions are personalised and bespoke to meet the needs of individual pupils and groups, where appropriate. - Pupils in receipt of intervention make accelerate progress and the gap between them and their peers reduces.	EEF recognised high-quality 1:1 and small group intervention as an highly effective method of supporting pupils progress. Pupils targeted through evaluating assessment of need. The intensity of sessions will be closely monitored. Dedicated 'catch-up' teaching roles ensures regular and sustained involvement.	Teaching and Learning Strategic Action Plan.

Implementation Process* including specific actions and timescales	Lead post holder	Monitoring who, when, how?	Resources / Costs	Evaluation
Recruitment of 0.4 FTE teacher to provide support to Year 3 and 4. Year 3 to receive larger proportion of this time as need is greater. Focus on mathematical understanding and writing. Regular sessions timetabled over a sustained period of time (minimum 6 weeks – although extended based on need).	PLC	PLC & CM to monitor impact in line with termly data and qualitative information. CM to line manage teachers. KW to line manage HLTA.	0.6 FTE salary £10, 701.18	
Backfill to enable a 0.6 FTE teacher to support Early Years and Year 1. Providing personalised and bespoke intervention for identified groups and individuals. Focus on early reading and phonics and mathematical knowledge. Regular sessions timetabled over a sustained period of time (minimum 6 weeks – although extended based on need).	PLC		0.4 FTE salary £9,935.53	
2 x afternoons a week 1:1 and group intervention in Year 5 (provided by HLTA) to deliver interventions for identified children in mathematics and to conferencing writing.	PLC		In salary	
*ensure balance between quality first teaching for all, target support and other strategies		**Total**	**£20,636.71**	

Priority 3 – Wider Strategies

Issue with evidence of need (qualitative and quantitative)	Barriers to Success including internal and external factors	Success Criteria by the end of this plan	Rationale evidence base for this approach	Links to other plans including strategic planning
Foundation baseline showed a significant difference in the phonological awareness of pupils compared to this time last year (12 phonemes on average, compared to 19). Pupils vocabulary and oral speech has been effected by not being in a language rich environment, such as the school setting. This is consistent across the school. Year 1 and 2 baseline phonological assessments showed a regression in retained knowledge.	Pupils use and understanding of language, if poor, effects their access to the curriculum in the broadest sense. Early literacy skills, if under developed, has a significant impact on future successes across the curriculum. Lacking understanding on how to develop vocabulary will continue to halt progress of pupils generally and compound the negative impact of lockdown on some pupils.	- Pupils develop their knowledge and use of vocabulary because of a specific focus on Tier 2 language. - Vocabulary development in progressive and aspirational and all staff hold high expectations for pupil vocabulary use. - Pupils in Foundation make accelerated progress in oral language and early literacy skills.	Early oral language is one of the strongest predictors of successes in literacy and numeracy (EFF). Vocabulary develop, in general, supports the development of understanding, reading, and writing and impacts on the curriculum in the widest possible sense. A systematic approach to teaching of vocabulary enables pupils to progressively master their use and understanding of language.	Writing action plan. Teaching and Learning strategic action plan.

Implementation Process* including specific actions and timescales	Lead post holder	Monitoring who, when, how?	Resources / Costs	Evaluation

Run the Babcock LDP Vocabulary Project across the school. 2 strands of focus: vocabulary rich learning environment and systematic teaching of vocabulary.
    Launch event with Babcock – 4th January
    Delivery of whole programme – CPD calendar
    3 x evaluation visits
    1 x 'trainer the trainer' meeting.
	K.Welsh	3 x evaluation visits from Babcock LDP (KW, PLC) – inc action planning. Termly SLT – learning walks.	£1,696
			(£150 for project resources & £1,549 for specialist support from Babcock)	

Engage with Nuffield Early Literacy (NELI) and enable pupils to access these highly impactful resources through scripted teaching sessions focused of early language.
    Training for a teacher and TA.
    Delivery of teaching sessions, as per course requirement.
	C.Worth	Throughout the programme and by CWh (as FS lead)	Offered free. School to cover supply costs.	

Access to enhanced and additional RWInc training materials to ensure that staff delivering this phonetic reading programme maintain training and are highly trained.	L.Tew	RWInc development days 3 x year.	Covered in school budget.	

*ensure balance between quality first teaching for all, target support and other strategies

| Total | £1,696 |