

Catch-up Premium 20-21

Academic year	2020-2021	Catch-up Premium received per pupil	£80	Indicative CPG as advised in School Budget Statement	£24,160
Total number of pupils	302			Actual CPG budget	£24,160

Quality of Teaching for All						
Strategy	Actions	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead:	Review date:	Actual outcome:
Curriculum planning: a blended curriculum	<p>Maths and English lead to assist year groups with long term planning to help blend together missed/lost learning with new content.</p> <p>Teachers to prioritise key knowledge, skills and concepts that have been missed.</p> <p>A staff meeting to focus on feedback and assessment strategies in order to assist teachers with responding to the needs of their children both in the short term and long term.</p>	<p>The curriculum deepens understanding as well as 'kick-starts' retrieval practice.</p> <p>Children's needs effectively diagnosed and responded to.</p> <p>Teaching is adapted effectively within lessons, and future sequences of lessons are well-informed.</p> <p>Improved in year progress and attainment of all children.</p>	<p>EEF state that great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils.</p> <p>Good assessment will reveal that some children have lost learning, misunderstood content, or made gains in their knowledge during school closures.</p>	NE/JB	07/21	

<p>Remote learning</p>	<p>'Remote Learning Expectations' to be shared with staff, children and parents.</p> <p>During day 1 & 2, children to access pre-prepared remote learning found on school website.</p> <p>During day 3 & beyond, children to access remote learning via Google Classroom.</p> <p>Remote learning to be closely linked to the year group's medium term plans, allowing for consolidation of knowledge and skills.</p> <p>Daily whole class feedback to be provided by class teacher, combined with some individual feedback.</p> <p>Daily 'check-ins' to show appreciation of children's efforts with their remote learning, and to check in on children's wellbeing.</p> <p>Good examples of work to be shared with other children by teachers.</p> <p>Children to be encouraged to share their own learning on the Classroom Feed.</p>	<p>The expectations around remote learning are clear to all.</p> <p>Remote learning can start immediately, two days of remote learning for each year group has been added to the school website. This allows time for class teachers to adapt classroom learning for Google Classroom.</p> <p>Improved outcomes and increase motivation.</p> <p>Children receive whole-class feedback, helping them to develop their learning.</p> <p>An increase in opportunities for peer assessment.</p> <p>Increase in motivation as achievements are celebrated with others.</p>	<p>We recognise that children's learning during this academic year may continue to face disruptions due to the country's ongoing response to the Covid-19 pandemic. As a result, we have tried to prepare for all eventualities in the effort of minimising any disruptions as much as possible.</p> <p>Multiple reviews highlight the importance of motivating children and ensuring that they are ready to learn, in order to improve outcomes.</p> <p>EEF state that peer interactions can provide motivation and improve learning outcomes.</p> <p>Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate children and improve outcomes.</p>	<p>SW/JB</p>	<p>07/21</p>	
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<p style="text-align: center;">Focus on Vocabulary Development</p>	<p>A high expectation on vocabulary will be held by each teacher – subject specific vocabulary must be spelled correctly in work and children will be supported to achieve this. Marking will pick up on any misspelled words.</p> <p>Word Mats will be created not just for topics, but subjects. (Knowledge Organisers)</p> <p>Texts, not just in English, will be pre-read to ensure pupils have an understanding of the subject matter. Class reads will be re-written for some children to ensure it includes words they understand/key spellings.</p> <p>Displays around school will be vocabulary rich.</p> <p>Children will reflect upon their vocabulary development before and at the end of topics.</p> <p>‘Epic’ will be used by staff across all subject areas as a resource. This resource will read unknown words aloud for children and when they hover over them, it gives the definition. Also, Read Theory will allow children to read texts at an appropriate level and answer comprehension questions, which will in turn develop their language skills.</p>	<p>Improve in year progress and attainment of all children.</p>	<p>Multiple reviews highlight how children’s vocabulary development is one of the areas that has been hit hardest due to school closures.</p> <p>EEF states that this is the case for all children, although disadvantaged children in particular.</p>	<p>EL/NE</p>	<p>07/21</p>	
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<p>Maths resources</p> <p>Anticipated expenditure: £300</p>	<p>Maths lead to order additional maths resources that support the acquisition of basic skills (e.g. number bonds and timetables.</p> <p>Maths lead to provide training and support in using the resources with children.</p>	<p>Improved in year progress and attainment of all children.</p>	<p>The importance of all children acquiring basic number skills at the earliest opportunity is crucial if children are to catch up.</p>	<p>JB</p>	<p>07/21</p>	
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Targeted Academic Support

Strategy	Actions	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead:	Review date:	Actual outcome:
<p>Additional teaching assistant</p> <p>Anticipated expenditure: £7,500</p>	<p>Additional teaching assistant to be employed for 01.21 start.</p> <p>New TA to support the learning off all children in 4WN during mornings.</p> <p>During afternoons, new TA to deliver catch-up interventions. Alternatively, new TA to provide cover to allow for another TA to deliver interventions (expertise dependent). Interventions to focus on vocabulary, phonics and basic maths skills.</p> <p>All members of staff delivering interventions to receive extensive training from experienced trainers or teachers.</p> <p>Assessment to be used to identify appropriate children, guide areas for focus and track progress.</p> <p>Interventions will be brief (15-45 minutes) and occur regularly (3-5 times per week). They will be maintained over a sustained period of time, with their intensity closely monitored.</p>	<p>Improved in year progress and attainment of targeted children.</p>	<p>There is extensive evidence supporting the impact of high-quality one-to-one and small group tuition as a catch-up strategy.</p> <p>EEF state that high-quality teaching can reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p>	<p>EL/SW/NE/JB</p>	<p>07/21</p>	

	<p>All interventions to have clear objectives. Connections will be made between classroom teaching and the out-of-class learning in the interventions.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs.</p>					
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Wider Strategies						
Strategy	Actions	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead:	Review date:	Actual outcome:
<p>The introduction of 'Marvellous Me'</p> <p>Anticipated expenditure: £698 (£499 initial setup fee and a £199 yearly subscription fee)</p>	<p>Marvellous Me to be launched during staff meeting during 12.20</p>	<p>Increase and improve support communication with parents/carers.</p> <p>Increase in parental engagement with regards to learning and school life.</p> <p>Increase in attendance due to increased engagement.</p>	<p>EEF state that parents have played a key role in supporting children to learn at home this calendar year, and that it will be essential that schools and families continue to work together during the 2020-21 academic year and beyond.</p> <p>Schools have provided extensive support to pupils and families throughout the pandemic. EEF suggest that additional support during this academic year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</p>	<p>EL/SW</p>	<p>07/21</p>	