

Summary of Catch Up funding Spending / strategies 2020 -21

Catch Up Premium Allocation	£24,240		
Purpose of spend	The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.		
School Catch Up Priorities	<ol style="list-style-type: none"> 1. Writing attainment is lower than maths and reading. 2. Some pupils have larger gaps than their peers across the school. 3. Not all pupils have effective learning strategies and behaviours to support catch-up. As a school we will focus on building learning power and strong learning attitudes. (Behaviour has also been a major priority – the focus being on children relearning school expectations of behaviour and attitudes). 4. Some pupils have returned with very low wellbeing – they need to be reintroduced to school routine and complete sessions aimed at increasing their confidence and social skills. 		
SPECIFIC OBJECTIVES FROM RECOVERY ACTION PLAN			
<p>What our children need</p> <ul style="list-style-type: none"> • Supporting great teaching. • Focus on getting writing back on track. • Supporting parents and carers. • Additional support and focus on reading and/or maths. • Additional pastoral support. 			
<p>Reading To focus on reading fluency and encouraging children to become readers again</p>	<p>Writing Go back to basics to build confidence</p>	<p>Maths Planning and delivering an appropriate maths curriculum which addresses the gaps and re-establishes good progress</p> <p>Planning and delivering an appropriate maths curriculum which addresses the gaps and re-establishes good progress</p>	<p>Wellbeing Focus on children's wellbeing and involvement and restore the mental wealth of children</p>
<p>-Prioritise teachers reading to the class and daily reading of class texts KS1 & KS2. -Phonics small group sessions happening daily, in addition to smaller interventions. -Low ability readers have regular 1:1 reading time.</p>	<p>-Spelling quizzes held weekly; scores recorded on the tracker. Class average scores are higher than previous years. -Dedicated time for handwriting across the school can be seen on planning timetables. -PATT and assessment data has been used to inform judgements for reading and writing.</p>	<p>-Gaps identified from PATT data, lessons and assessments being addressed in class. - White Rose assessments completed (end of previous year) years 1-6. New PATTs to be started term 2. -White Rose assessment and written assessment opportunities have been</p>	<ul style="list-style-type: none"> • We have provided increased opportunities for talking/discussion about lockdown experiences, positives & negatives of home learning, impact on families, etc. (Focus on SWAN style of teaching). • We have prioritised the importance of pupil voice – listening to children's thoughts and views.

<p>-PATT and assessment data has been used to inform judgements for reading and writing. Gaps and possible strategies have been shared in staff and KS meetings. KS2 have used poetry to improve reading fluency, as this a weaker area after lockdown. -Oracy has been a regular point for discussion at staff and KS meetings. -In-class interventions are in place for year 3 children who did not pass the phonics screening check in year 1. These have continued remotely. Physical phonics intervention has been set up. Fluency intervention has been planned and was ready to begin in term 3 for UKS2 but was delayed due to school closure. -Reading interventions continued to take place remotely.</p> <ul style="list-style-type: none"> • High quality, engaging class texts are shared with children every day for at least half an hour (KS2 once a day, KS1 at least twice) • Class teachers hear everyone read aloud at least every 2 weeks • Every child is heard to read once a week by either the teacher/LSA • Support children in choosing appropriate books • Use a range of accessible texts in lessons to encourage reading aloud across the curriculum • Create opportunities to improve fluency by teaching it explicitly (poetry, traditional tales etc.) 	<p>-Clicker8 is being used in class to support writing.</p> <ul style="list-style-type: none"> • Focus on handwriting and letter formation in all year groups • Build up stamina for writing, starting with shorter writing sessions before making these progressively longer • Daily GPS sessions focusing on practising the key skills/terminology from previous years to embed these • Longer writing units planned around the children's interests to engage them in writing again and give it a purpose • Weekly spelling lessons teaching the weekly spelling explicitly and regular opportunities to practise these • Develop whole class, group or individual interventions to be delivered in class to address the gaps in GPS and handwriting. 	<p>given and writing has been moderated over remote meetings. -Planning has continued to look at any gaps in the children's learning and how to bridge them and included opportunities to recap and revisit learning. -Regular contact has been maintained with parents and any issues have been relayed to LMT. Parents have been very happy with the remote provision. --PATT data has been monitored and phases have been asked to discuss and moderate where possible. -Data has been used to inform planning where gaps can be seen. -Formal and informal assessment opportunities are planned into weekly learning and live lessons to measure progress where possible. -Engagement in live lessons has been steady and positive across KS2 and interventions have been developed and delivered by the end of the term. Term 3 Book look completed in term 2 and maths leader has the feedback from this. Class teachers using PATTs from term 2 and even during remote learning to teach to the gaps and the curriculum of their year group. Work is requested to be sent back to class teachers to be marked and assessed and teachers provide additional support where they feel it is needed. White Rose Maths is being followed across the school.</p>	<ul style="list-style-type: none"> • We have provided regular focussed PSHE sessions e.g. using PSHE Association resources • We have identified children in need of extra support for their mental health and well-being (FLO intervention, Forest School – Confidence, Learning attitudes, Social skills and Nurture focus). • We have developed a Resilience team to increase the capacity in-house of staff able to offer support and help (for children and their colleagues). • We have planned interventions /activities to address needs arising (maybe whole class, group or individual) • We have ensured parents are part of the recovery process with their children - constantly addressing anxieties, etc. Building sense of belonging – part of the whole school community and class bubble (Regular email access to class teacher). <ul style="list-style-type: none"> - Termly themes communicated to parents ('Back to school and ready to grow' & 'Up, Up & Away'). - Newsletter shares the practice and focus in the school being BLP and behaviour and attitudes and details their role and how they can support. • Use the SWAN (Safe, Welcoming, Altogether, Nurturing) approach/strategies • Teachers continue to use the many well-known strategies that are effective for the year group they teach • We have prioritised time and space for the children to have opportunities to reflect and to be physically active outdoors – use of woods and regular 2 hour PE Slots.
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<ul style="list-style-type: none"> • Focus on phonics across KS1 and the year 3 children who did not pass in year 1 • Develop whole class, group or individual interventions to be delivered in class to address the gaps in fluency and comprehension. • Use the VIPERS skills for comprehension. 			
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TEACHING AND WHOLE SCHOOL STRATEGIES			
How the grant will be spent	Actions	Cost	Impact
Supporting Great Teaching			
<p>Additional mentoring and support for NQT & early career teachers by LMT and phase team throughout the year.</p> <p>Provide professional development, to support curriculum planning or focused training on the effective use of technology and strategies.</p> <p>Provide support to adjust to changes to improve the quality of teaching.</p> <p>Provide additional mentoring and support for early career teachers.</p>	<ul style="list-style-type: none"> - Release time for teachers to plan and collaborate, share good practice and discuss pupil's emerging needs. - Phase teams to work together to plan and teach lessons to address gaps in learning. - Phase teams to work together to plan and teach any remote lessons needed as a result of further lockdowns or bubble closures. 	<p>£1,000 cover staff.</p>	
Focus on getting back on track			
<p>Use of subject-specific assessments to identify particular areas where</p>	<ul style="list-style-type: none"> - White Rose Assessments to be used to identify gaps in Maths. 		

pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	<ul style="list-style-type: none"> - Phase teams work together to identify gaps in Writing, Reading and Phonics. - Rising Starts Assessments – Term 5 2021 – To identify gaps in Reading, Writing, GPS & Maths. - Provide assessment materials to identify areas where pupils are likely to require additional support. - Provide opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between schools where possible. 		
Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90%.	FLO Support – FLO to work with families	£1,000	
Additional focus on Reading, Writing and Maths			
Delivery of focused Catch Up lessons to address issues in reading, writing and maths through small group tutoring in KS1 KS2 for those identified as falling behind. This will include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.	<ul style="list-style-type: none"> - Teachers to assess children who have fallen behind in Reading Writing & Maths and teach Catch Up group sessions to address these gaps and accelerate learning. - Use of additional teacher to teach Catch Up Sessions across y1 – 6. - Use of additional teacher to address gaps in children's reading across the school. - Use of additional teacher (Maths specialist) to teach Maths catch up sessions across the upper junior classes. - Use of additional teacher to give pupils who have fallen behind, good quality and detailed feedback. 	£8,630 (KS Term 2, 4 &5)	
One to one and small group tuition (Mrs Kirsty Samson)	Pay for tuition guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback - 1:1 or small group.	£8,630 (KS Term 2, 4 &5)	
Times Tables and Reading Catch Up Sessions.	Mrs Dianne Dunn – Times Tables and Reading Catch Up groups	£9,500	

Support for pupils with SEND and children with low wellbeing who need catch up and support in specific areas – academic and emotional support.	<p>SENCo time to support teachers and ensure teachers aware of individual learning needs. Release time to have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</p> <p>Provide resources for Forest School to create a positive and supportive environment promoting high standards and positive relationships.</p> <p>Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour.</p>	£500 £500	
Develop and strengthen Pupils Learning Attitudes	<p>HOS to drive the recovery and return to children displaying strong learning attitudes:</p> <ul style="list-style-type: none"> • Focus on the process of learning to learn • Revisit the strategies to ensure the children remember the importance of these qualities (4R's BLP) • Children develop the following skills - tenacity, resourcefulness, imagination, logical, self – discipline, self-awareness, collaboration and are inquisitive. • Encourage children to speak 'Learnish' at every opportunity. • Focus on PROUD values and the language around these qualities. • Introduce termly themes – 'Back to School and Ready to Grow' / 'Up, Up & Away' to prioritise purposeful learning and catch up strategies. 		
Additional Wellbeing and Pastoral Support			
Forest School to develop BLP and strong learning attitudes	<p>Focus on behaviour and pupils' social and emotional needs. These sessions aim to support pupils in the self-regulation of their behaviour.</p> <p>All children participating in these sessions develop greater confidence and stronger learning attitudes. Resilience and Resourcefulness a particular focus during these sessions.</p> <p>Forest School – Maggie Keenan Forest School – FLO Becca Daynes</p>	£9,000	
Wider Strategies			

<p>Supporting parents and carers and involving them in the recovery journey.</p>	<p>HOS, Key Stage Leaders and FIO to be readily available so that school and families (especially less involved families) continue to work together as pupils return to school.</p> <p>Communicate our main school Catch Up strategies in the whole school weekly newsletter to reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents.</p> <p>Use whole school weekly newsletters to communicate main focuses for the term and main learning attitudes being developed and how parents can support and be part of this.</p>		
<p>Access to technology</p>	<p>Assess and provide access to technology, facilitating access to DFE Laptops or support either by providing pupils with devices or improving the facilities available in school.</p> <p>Provide support to teachers and guidance on how to use technology effectively to ensure the elements of effective teaching are present - for example, clear explanations, scaffolding, practice and feedback:</p> <ul style="list-style-type: none"> - BLP staff training (HOS) - Social and emotion coaching training (SENCO) - Behaviour Management – strong focus on our adapted behaviour policy being used during the pandemic (HOS) 		