

Cov-id catch up Premium Grant : Spending plan 2020-21

School	Ladybridge Primary School			Academic Year	2020-21	Total number of pupils	384
Total CCU budget	£30,720	1 st instalment	£17,921	2 nd Instalment	12,799	Review date of plan	July 2021

1. Planned expenditure		Academic year: 2020-21			CCU leader: Gemma Bendelow		
The three headings enable us to demonstrate how we are using the Cov-id catch up Premium to improve classroom pedagogy, provide targeted support and support whole school strategies							
I QUALITY OF TEACHING FOR ALL							
Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Increase the numbers/ hours of Teaching Assistants, and ensure high quality support and intervention and therefore a reduction in gaps from missed learning (increased frequency and speed of feedback; increased adult support)	Every class to have access to a TA for at least 1½ hrs every afternoon (Autumn and Spring 20-21). Every class to have full time (AM) support.	£5500 £15000	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy. Where pupils are removed from their class and given intensive tuition, the most effective impact is through short, regular sessions, over a set period of time (5-10 weeks) and in a small group: ideally one-to-three. ‘The best leaders ensure that the work of additional adults is closely monitored and thoroughly evaluated’</i>	Regular monitoring to check the quality and quantity of learning as a result of increased adult:pupil ratios (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	HT- SLT Interv. leader	Termly analysis.	
Improve the quality of writing whilst also rapidly plugging gaps from missed/forgotten learning.	Implement ‘The Write Stuff’ (Jane Considine) across the whole school (from the spring term). CPD for all teachers.	£1600 + release = £4000	<i>Key benefits of the research of Jane Considine (The Write Stuff): Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise. Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.</i>	Regular monitoring to check the quality of writing (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	Interv. leader	Termly data analysis (teacher assessments)	
Total budgeted cost						£26100	

II TARGETED SUPPORT						
Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide additional mathematics support for pupil in Year 1.	Implement 1 st Class @Number intervention programme and resources CPD for Y1 TAs	£700	<i>EEF Summary: Our evaluation found that pupils who received 1stclass@number made, on average, two additional months' progress in maths. This result has a high security rating.</i>	Regular monitoring to check the quality of writing (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	Interv. Leader Y1 staff	Termly data analysis (teacher assessments)
Provide targeted and additional writing intervention for pupils in Y5 and Y6	Teacher to deliver additional writing teaching in small groups (1:3) based upon 'The Write Stuff' approach (8 groups of pupils to receive 1½ hrs a week for 10 weeks). Two blocks of 10 weeks	£2100	<i>Key benefits of the research of Jane Considine (The Write Stuff): Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise. Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.</i>	Regular monitoring to check the quality of writing (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	Interv. leader	Termly data analysis (teacher assessments)
Provide targeted and additional reading intervention for pupils from Y1 to Y4	Teacher to deliver the FFT Reciprocal Reading intervention programme in small groups (1:4) (10 groups of pupils to receive 2½ hrs a week for 6 weeks).	£1500	<i>This Reciprocal Reading programme was developed and delivered by FFT Literacy, who had previously conducted their own small-scale evaluation with promising results.</i> <i>EEF Summary: The independent evaluation found that children in the targeted intervention made an average of +2 months' more progress in terms of reading comprehension and overall reading.</i>	Regular monitoring to check the quality of reading comprehension (monitoring activities to include: staff discussions, data analysis, book scrutiny, observations, pupil discussions).	Interv. leader	Termly data analysis (reading tests)
Total budgeted cost						£4500

III OTHER						
Desired outcome	Chosen action/ approach (and rationale)		What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased parental involvement, understanding and support	Class teachers to increase their contact with parents/home, including: - increased uploading and sharing of current in-class learning through Class Dojo	£500	<i>A weekly text message to parents has a positive impact. If this text includes next steps/ways to improve then this has the most impact.</i>	Regular monitoring to check the quality of communication, engagement and relationships (monitoring activities to include: staff discussions, pupil and parent responses).	Mid lead PPG lead	Termly

	<ul style="list-style-type: none"> - increased weekly contact through phone calls and targeted messages on Class Dojo. - delivering live online workshops for parents (and create online support videos). - increased technical support for parents accessing Class Dojo (100% uptake). 		<p><i>Life at home (including access to books, etc) is one of the most significant factors in how well children achieve</i></p> <p><i>'The most effective leaders track the progress of pupils meticulously and make sensible amendments to the support they provide'</i></p>			
Total budgeted cost						£500

Date	Governors' Check and Challenge
TBC	To be 'checked and challenged' at the termly Governors 'Standards' Committee.