



Catch Up Premium – Detailed Allocation of Funding 2020-2021

Total funding: £5840 (£80 x 73 pupils)

Strategy:

- Return to school successfully
- Reconnecting relationships which had been put on hold while schools were closed to most
- Establishing routines
- Reengaging learning
- Revising skills and knowledge
- Reassess as appropriate
- Address needs: pastoral / educational / well being
- Review needs as the year progresses

Identified Issues

- Phonics knowledge infant and year 3 children has been impacted. This has also had an impact on reading skills for some children and for the disadvantaged children particularly in the infant class.
- Key learning objectives need learning, refreshing after home learning across school
- More able pupils in reading in Y5/6 in particular, have not learnt the higher order skills they would have done otherwise

Baseline assessments were carried out over the first three weeks to provide an overview of the areas of intervention and catch up required.

Priority One – Quality First Teaching

- All teaching to be based on continual assessment and high quality teaching. Mini assessments to be carried out pre new topic/objective to assess gaps.
- Gaps as they appear in lessons to first be tackled with in the moment intervention and feedback
- Feedback sheets for all lessons (with in the book marking as relevant and required) to be used so that teachers have an overview of the whole class each lesson and to enable focused whole cohort targets to be prioritised.
- Intervention in the lesson from both CT and TA.
- Infant – GR: talk support in GR rather than writing

Priority Two - Phonics

- Extended phonics sessions for all in the infant classes and Y2 to complete Fast Forward Phonics

- One to one phonics sessions for x2 disadvantaged pupils in Y1 and Y2 to address significant loss of knowledge
- Reviewed how phonics is taught and all texts for reception are based on the phonics sounds being taught
- Additional phonics reading scheme books to be purchased to support the gaps in reading – turquoise to lime to bridge the gap between phonics and going onto Accelerated reader.
- Year 3 pupils who require phonics catch up to complete Bounce Back Phonics. TA to go on training to enable effective delivery of the program. TA delivering the program to be based in that class too so knowledge can be applied and followed up in lessons.

Priority Three - 3. Other approaches: Intervention groups & one to one tutoring

- **Y5/6** - HT to deliver intervention sessions to Y5/6 pupils x3 a week to tackle specific areas. (additional teacher to be employed to cover French PPA cover HT delivers on a Tuesday afternoon)
- **Y3/4** – TA to deliver targeted intervention groups and follow through into class learning – additional hours to be given to enable this to take place.
- **Infant class** – Phonics for Y2 SEND pupils x3 week for twenty mins and additional provision (maths outside to support concrete/practical learning)
- **GR** – talk support in GR rather than writing

1 - Quality First Teaching					
Actions	Intended outcome	Cost?	Monitoring	Staff lead	Impact
All teaching to be based on continual assessment and high quality teaching. Mini assessments to be carried out pre new topic / objective to assess gaps.	Close gaps from home learning.	£0	Weekly discussions with staff concerned	LS SLT	
Gaps as they appear in lessons to first be tackled with in the moment intervention and feedback. Intervention in the lesson from both CT and TA.	Close gaps from home learning	£0	CT to work with their TA to ensure that interventions are having the intended impact	LS SLT	
Feedback sheets for all lessons (with in the book marking as relevant and required) to be used so that teachers have an overview of the whole class each lesson and to enable focused whole cohort targets to be prioritised.	Informative assessment to enable staff to target 'closing the gap' learning to fit with current year group objectives. CLOSE THE GAP	£0	Session feedback notes to be kept to track impact Pupil progress meetings for target children/PP every half term, others termly unless there is a need	LS SLT	
				Total Cost	0
2 – Phonics & Reading					
Actions	Intended outcome	Cost?	Monitoring	Staff lead	Impact
Extended phonics sessions for all in the infant classes and Y2 to complete Fast Forward Phonics Ensure all parents are encouraged to access the phonics support provided – follow up	To enable pupils to close the gap back to being ARE	£0	Weekly and discussion with CT daily so that daily input from phonic session can be followed through into class learning.	LS LW LQ	

One to one phonics sessions for x2 disadvantaged pupils in Y1 and Y2 to address significant loss of knowledge. Three times weekly. Involve parents where possible in this to engage learning activities at home. Provide access for online phonics package which can be done at home and tracked via school to support in school learning. E.g. Phonics Play £9/child/yr inc x2 Y2 pupil or Oxford Owl Phonics resources	Individual pupils to know all individual letter sounds and catch up relevant phases 2,4,5 and 6	£360	Regular discussion with parents to support them with home learning 'fun' activities to reinforce CT one to one conference writing with children Track phonic knowledge using assessment tracker.	LS LW LQ	
Reviewed how phonics is taught and all texts for reception are based on the phonics sounds being taught			Impact on writing in the wider curriculum Discussion with English subject leader	LS LW LQ	
Additional phonics reading scheme books to be purchased to support the gaps in reading – turquoise to lime to bridge the gap between phonics and going onto Accelerated reader.		£650	Use of books and impact on reading levels using Accelerated Reader tests.	LS LW LQ	
Extended guided reading sessions throughout school and a whole school focus on reading and reading for pleasure.	To close gaps and to bring pupils back to ARE/progress at ARE	£0	Impact on	LS LQ	
Year 3/4 pupils who require phonics catch up to complete Bounce Back Phonics. TA to go on training to enable effective delivery of the program. TA delivering the program to be based in that class too so knowledge can be applied and followed up in lessons.	Pupils who were already receiving phonics support last academic year to close the gaps which already existed and for Y3 to cover phonics they missed last year and revisit previous learning to close gaps and bring back to ARE.	£90	Using past phonics test to track functional phonics when reading and evaluation of written work against phonics Review and amend group as children close the gap.	LS LW LQ/LG	
Total Cost					£1200
3 - Other approaches: Intervention Groups & One to One tutoring					
Actions	Intended outcome	Cost?	Monitoring	Staff lead	Impact
Y5/6 - HT to deliver intervention sessions to Y5/6 pupils x3 a week to tackle specific areas. (additional teacher to be employed to cover French PPA cover HT delivers on a Tuesday afternoon). Groups will change over the	Close gaps and bring children back on track to where they should have been.	From Oct 2020 to July 2021		LS SLT	

term/year as gaps are targeted and learning progresses and moves on. From 28 th Sep:		37 weeks = £2960			
Y5/6 Additional arithmetic lesson once a week for both Y5 & Y6 – individual catch up clinic type interventions within the session which are followed up as maths lesson starters and homework tasks set via SATs Companion. (This takes the place of a 45 min French lesson. French will restart Jan 2021)	Close gaps in arithmetic knowledge and ensure key arithmetic gaps are swiftly identified and can be addressed via starters, homework and included in the wider curriculum	£0 Additional units for Y5 on SATs Companion £180		LS SLT	
Y3/4 – TA to deliver targeted intervention groups and follow through into class learning – additional hours to be given to enable this to take place. Two hours per week	To close gaps in learning as they become apparent from last year's curriculum objectives	37 weeks = £1100		LS SLT	
Infant class –					
Total Cost					£4240
4. Contingency					
Actions	Intended outcome	Cost?	Monitoring	Staff lead	Impact
To be used as need arises over the coming term – will be added to the strategy over the year		£400			
Oxford Owl subscription E-books And use of the Oxford Owl phonic resources					
Total Cost					£400
Total					£5840