

Greenbank Primary School Catch Up Premium Strategy 2020-21

Autumn 2020

School Overview

Number of pupils on roll (YR-Y6)	438
Proportion of disadvantaged	19%
Catch up Premium allocation (No. of pupils x £80)	£35,040 (£18,440.00 received)

STRATEGY STATEMENT

The aim of our Catch up Premium strategy is to support children upon their return to school and to identify and address any gaps in learning caused by school closures due to the Covid 19 pandemic.

On entry baseline assessments identified the following needs for pupils:

- Some children had reading skills below what would be expected for their age.
- Writing stamina had decreased, with a decrease in spelling, punctuation and grammar accuracy.
- Mathematical fluency had decreased, with pupils relying on concrete and pictorial strategies for solving basic number facts.
- Children in the EYFS needed more support in their independent care such as dressing and toileting.
- Younger EAL children had more communication and language needs.
- Missed opportunities for children such as school trips and visits.

Approaches to be taken:

- Small group intervention to develop reading and writing skills
- Use of structured intervention programmes and a SALT to support communication and language skills in younger pupils
- Use of high quality programmes to support teachers in delivering high quality maths and English lessons
- Review of the curriculum to support the development of cultural capital

Overall Aims:

- To reduce the gaps in learning created by Covid 19 lockdown
- To reduce the attainment gaps between disadvantaged and non disadvantaged children
- To reduce the attainment gap between EAL and non EAL children
- To raise the attainment of all pupils so that they meet age related expectations

The DFE Covid Catch Up Premium documents (<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>) and EEF documents (<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>) have been used to identify the most effective way to support pupils and spend the Catch Up Premium money.

Planned Expenditure

1. Quality of teaching for all					
Action	Intended Outcome	Rationale	How will it be achieved?	Monitoring/Responsibility	Impact for pupils
High quality for teaching for all	All pupils to receive high quality teaching in every lesson	<ul style="list-style-type: none"> • Address any gaps in learning created by the Covid 19 pandemic • Use of high quality learning materials for English and Maths to ensure high expectations and consistency in delivery across the school • Recap previous learning regularly 	<ul style="list-style-type: none"> • Use of Read to Write and Mathematics Mastery programmes to support planning • Use basic skills weeks to recap grammar, spelling and punctuation rules • Daily maths meetings to recap mathematical concepts and to develop fluency • LSAs to be deployed to support pupils in class 	<ul style="list-style-type: none"> • SLT to do learning walks/observations • LK/KR to monitor teaching of English and Maths 	
Effective baseline assessments	Staff will have a good knowledge of children in their classes and be aware of any gaps or barriers to learning	<ul style="list-style-type: none"> • Specific gaps to be identified so that targeted support can be put in place 	<ul style="list-style-type: none"> • Standardised NFER baseline assessments 	<ul style="list-style-type: none"> • Class teachers to administer assessments • LK to analyse NFER assessments 	
Robust plan for remote learning to be put in place	Pupils and families to be aware of what systems will be used to deliver online learning in the event of further school closures. School to have up to date e-mail address for families.	<ul style="list-style-type: none"> • Pupils and carers/guardians to be familiar with the online systems being used to deliver online learning before any school closures to allow for a smooth transition and to limit any loss of learning time 	<ul style="list-style-type: none"> • Introduce Seesaw, implement the use for homework to allow pupil and staff to become familiar with how to use it • Staff training to be delivered on online 	<ul style="list-style-type: none"> • Class teachers to implement Seesaw use for homework • SLT • Office staff to collect email address information 	

		<ul style="list-style-type: none"> • Staff to audit families access to technology 	conferencing systems such as Zoom		
Estimated cost:					£10,000
2. Targeted support					
Action	Intended Outcome	Rationale	How will it be achieved?	Monitoring/Responsibility	Impact for pupils
One to one and small group intervention for phonics and reading	Pupils most in need will receive one to one and small group support from a specialist intervention teacher.	<ul style="list-style-type: none"> • Children will receive targeted, swift support to help close any gaps in learning before they deepen. • Support in reading will allow children to access other areas of the curriculum 	<ul style="list-style-type: none"> • NFER and baseline assessments to be used to identify the pupils most in need • Specialist intervention teachers to deliver structured sessions to small groups 3-4 times a week for phonics and reading • SEND pupils to receive a personalised curriculum to meet individual needs • LSAs to lead additional phonics groups and do daily reading with vulnerable children 	<ul style="list-style-type: none"> • AVB and JW to lead phonics/reading groups • Phase leaders to monitor who is accessing interventions and their impact 	
Movement of HLTAs to provide additional support in Key Stage 1	Pupils in Key Stage 1 will receive additional support from experienced and highly trained HLTAs.	<ul style="list-style-type: none"> • Children will be able to be taught in smaller groups and have activities targeted to their specific needs 	<ul style="list-style-type: none"> • 2 HLTAs to be moved from Early Years to Key Stage 1 • HLTAs will be taking small groups to deliver targeted instruction to children to meet their needs 	<ul style="list-style-type: none"> • Class teachers to work with HLTAs to discuss the needs of the children and what support they can provide • Phase leaders/SLT to monitor groups being taken and their impact 	
Communication and language support for pupils	Pupils to receive support to aid their understanding and use of English language	<ul style="list-style-type: none"> • By supporting children's language development, they will be able to access the curriculum, communicate 	<ul style="list-style-type: none"> • Structured programmes such as the Nuffield Early Language 	<ul style="list-style-type: none"> • EYFS staff to deliver interventions • Weekly visits by the schools network SALT 	

		with their peers and staff and reduce any anxiety/behavioural problems caused by a language barrier	<p>Intervention and WellComm</p> <ul style="list-style-type: none"> • Use of SALT service • Teachers to plan a language rich environment indoors and outdoors • Staff to model high quality interactions with children 	<ul style="list-style-type: none"> • KR to monitor provision and staff interactions 	
Estimated cost:					£20,000

3. Wider Strategies

Action	Intended Outcome	Rationale	How will it be achieved?	Monitoring/Responsibility	Impact for pupils
Support children's social and emotional wellbeing	Support children in their transition back to school	<ul style="list-style-type: none"> • If children are happy and healthy, then they will be in a better position to learn 	<ul style="list-style-type: none"> • Structured teaching of PSHE • Increase use of outdoor space and outdoor learning • Increase physical activity e.g. additional playground equipment, the daily mile 	<ul style="list-style-type: none"> • SLT and Welfare Team • MB (Physical education) 	
Build children's cultural capital	Children to be exposed to new experiences	<ul style="list-style-type: none"> • Children have had limited opportunities for visiting places of interest and taking part in extracurricular activities. • By exposing children to more experiences they will become more engaged with learning 	<ul style="list-style-type: none"> • Make lessons more interactive through the use of artefacts, virtual visits and speakers • Review the extracurricular activities on offer to children. 	All staff	
Keep children and staff safe	All individuals to follow the Covid 19 risk assessment	<ul style="list-style-type: none"> • If everybody follows the risk assessment and procedures put in place then transmission of the virus and the need for school closures can be limited. 	<ul style="list-style-type: none"> • Recommendations on risk assessment e.g. staggered starts, regular hand washing, one way systems, limited number of staff in staff room, use of PPE 	All staff	
Estimated cost:					£5,000