



## Primary Catch-Up Grant Plan

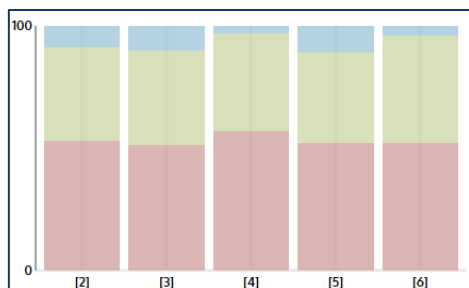
Summary information			
School	Ham Dingle	Number of pupils	377
Allocated Grant funding	£30,080	% Pupil Premium pupils – Years 1-6	20%

Guidance
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students</a>. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li><li>➤ Transition support</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li>➤ One to one and small group tuition</li><li>➤ Intervention programmes</li><li>➤ Extended school time</li></ul> <p>Wider strategies</p> <ul style="list-style-type: none"><li>➤ Supporting parent and carers</li><li>➤ Access to technology</li><li>➤ Summer support</li></ul>

## Identified impact of lockdown

### Reading



Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Standardised tests indicate that a significant proportion of pupils are working below the standard expected on entry to their current year group.

### Writing

Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have missed essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout home schooling are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Teacher assessment indicates that a significantly high proportion of pupils are not fluent in the year group below skills and are therefore working significantly below the standard expected on entry to their current year group.

### Maths



Pupils are less secure with specific summer term content, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and home schooling has not affected their attitudes. However, standardised tests indicate that a significant proportion of pupils are working below the standard expected on entry to their current year group.

## Identified key barriers to future attainment:

1. Poor quality first teaching, especially Year 3,4 and 5
2. Ineffective approach to the teaching of reading, especially at KS2
3. Poor problem solving and reasoning provision, with a lack of challenge for high attaining pupils
4. Knowledge and vocabulary gaps in relation to wider curriculum areas (Foundation subjects) December 2020 update
5. Poor Grammar skills and grammar teacher subject knowledge.
6. Ineffective WV1 support for pupils with SEND
7. Lack of transition from Reception to year 1

## Teaching and Whole School Strategies

Actions	Intended impact	Cost
<p><b>Further improve the consistency of teaching so that it is good or better and drives rapid catch-up by:</b></p> <ul style="list-style-type: none"> <li>• Developing teacher’s and support staff’s knowledge of cognitive science</li> <li>• Ensuring all teachers have a deep fluent knowledge and flexible understanding of the content they are teaching.</li> <li>• Putting in place a consistent lesson structure which promotes the use of Rosenshine Principles and the EEF – Great Teaching Toolkit</li> <li>• Developing teacher’s and support staff’s knowledge of Cognitive Load Theory to ensure that learning environments and lesson delivery are consistently promoting learning</li> <li>• Introducing the use of retrieval practice as a learning strategy.</li> <li>• Upskilling all teaching assistants to ensure their support has maximum impact on pupil progress and catch-up – MITA training.</li> </ul>	<p>Teaching is 100% good with even better practice in Years: R,1,2 and 6.</p> <p>At least 75% of pupils are assessed as reaching the expected standard (or beyond) for their year group for reading, writing and maths.</p> <p>All classroom learning environments are effective and facilitating rapid catch-up</p> <p>Retrieval practice will be being used effectively across the curriculum both daily and weekly/monthly. As a result, pupils know and can do more in all areas</p> <p>100% of TA WV1 support is highly effective and impacting positively on rapid cat-up</p>	<p>SLE support from Teaching school 5 days X£350 <b>£1,750</b></p> <p>Support to include:</p> <p>Training In school leadership support Model lessons Best Practice Visits</p>
<p><b>Develop further the school’s reading provision to enable all pupils to read well and catch-up quickly by:</b></p> <ul style="list-style-type: none"> <li>• Training all staff on the implementation of WCR Reading at KS2</li> <li>• Providing support to reading leader to ensure monitoring and feedback of the implementation is having a positive impact</li> <li>• Purchasing SLE support to train and support staff on sections of the UL Reading Project</li> <li>• Further developing the school’s climate and climate around Reading for Pleasure</li> <li>• Put in pupil booklets for History and Geography to promote and support reading stamina across the curriculum</li> <li>• Purchase RWI books from Orange storybook onwards to support the bridge form phonics into comprehension at Year 2</li> <li>• Purchase Year 2 reading comprehension materials – RWI</li> </ul>	<p>WCR reading is in place and taught daily in Year 3,4,5, and 6, provision is at least good.</p> <p>Reading journals indicate that provision is at least good</p> <p>Pupil voice identifies that that the teaching of reading is clear and helpful and is inspiring them to read more</p> <p>75+% of non-SEND pupils in all cohorts will have achieved ARE by the end point in reading.</p>	<p>WCR and support package form English SLE: Training day £350 5 days x £350 - <b>£1,750</b></p> <p>Two days SLE Reading support to deliver aspects of UL reading project 2x£350 - <b>£700</b></p> <p>RWI Storybooks for KS1 comprehension <b>£1,500</b></p>

<p><b>Further develop pupils' mathematical reasoning and problem solving skills by:</b></p> <ul style="list-style-type: none"> <li>• Purchasing a new maths scheme – White Rose</li> <li>• Fully Resource WR maths scheme from 1-6</li> <li>• Training all staff in WR approach and implementation</li> <li>• Join a maths mastery readiness two-year program</li> </ul>	<p>Maths teaching is 100% good</p> <p>All class maths targets are achieved in relation to the proportion of pupils expected to achieve the expected standard or above.</p> <p>All classroom maths learning environments are effective and facilitating rapid catch-up</p> <p>School Jam is in place and being used for KS1 homework</p>	<p>Purchase Whole school DfE approved Maths scheme and resources</p> <p>£7,000</p>
<p><b>Further improve the teaching of grammar by:</b></p> <ul style="list-style-type: none"> <li>• Purchase and implement Year group SPAG booklets</li> <li>• Purchase and implement Rising Stars GAPS termly testing for all year groups</li> <li>• Implement Year group writing mats – with clear ARE criteria which is understood by pupils</li> </ul>	<p>The teaching of grammar is 100% good</p> <p>GAPS termly testing indicate that all class averages are at least in line with national averages.</p> <p>90% of non-SEND learners will have achieved their year group grammar targets</p>	<p>GAPS termly testing papers</p> <p>£1,000</p> <p>£2,000</p>
<p><b>Ensure gaps in knowledge and vocabulary continue to close rapidly by:</b></p> <ul style="list-style-type: none"> <li>• Strengthening the school's foundation curriculum offer so that it is knowledge and vocabulary rich</li> <li>• Ensure the sequencing of the curriculum is evidenced based and includes effective retrieval practice, spaced retrieval, and interleaving</li> <li>• Purchasing a subscription to CUSP</li> </ul>	<p>Proven knowledge-rich and impactful curriculum lessons and resources will ensure knowledge gaps close and vocabulary sticks.</p> <p>Curriculum will include detailed vocabulary modules, including Tier 2, Tier 3 vocabulary, which children will fully understand and be using in context</p> <p>The full curriculum will be built around interleaving, spaced retrieval and focused teaching sequences to ensure knowledge sticks.</p>	<p>Purchase a subscription to CUSP</p> <p>£3,000</p>
<p style="text-align: right;"><b>Total Cost</b></p> <p style="text-align: right;"><b>Allocated cost from catch up Grant</b></p>		<p>£17,700</p>

## Targeted Strategies

Actions	Intended impact	Cost
<p><b>Further promote rapid catch-up for those pupils most severely impacted by school closure, particularly disadvantaged pupils, by:</b></p> <ul style="list-style-type: none"> <li>• Pay school staff to deliver additional tutoring using the Rising Stars SHINE interventions linked to gaps identified from PIRA/PUMA tests</li> <li>• Identifying target children for reading, writing and maths and ensure they receive additional support from academic mentor during WV1 provision</li> <li>• Identify pupils to receive before and after school 1:1/small group intervention work</li> </ul>	<p>Target children will make good progress and achieve a maths and reading age within 6 months of their chronological age.</p>	<p>Academic mentor oncost x2 <b>£7,500</b></p> <p>Cost of the SHINE interventions <b>£400</b></p>
<p><b>Enhance WV1 support for pupils with additional needs by:</b></p> <ul style="list-style-type: none"> <li>• Upskilling support staff using MITA principles</li> <li>• Introducing work stations for those pupils where necessary</li> <li>• Introduce and embed TEACCH approach principles</li> <li>• Introduce and embed the use of the SEND continuum to track progress and set appropriate targets relating to pupil's identified needs</li> <li>• Purchase four SLE SEND support days to implement the above</li> <li>• TA best practice visits to observe highly effective WV1 support</li> </ul>	<p>SEND pupils will make good progress in relation to their area of identified need.</p> <p>100% of pupils will achieve their SEND continuum targets for both the Spring and Summer terms</p>	<p>SEND continuum – full package <b>£1,200</b></p> <p>SEND audit <b>£500</b></p> <p>SEND SLE days 4x350 <b>£1,400</b></p> <p>SEND resources to implement workstations and provide TEACCH approach <b>£1000</b></p>
<p><b>Accelerate progress of basic skills of Year 1 pupils by:</b></p> <ul style="list-style-type: none"> <li>• Providing overlearning activities linked to fine motor –finger gym station</li> <li>• Providing forensic intervention linked to letter/number formation/phonics/CEW –spelling and sight reading</li> <li>• Providing a well-resourced Year 1 intervention bay</li> </ul>	<p>90% of non-SEND pupils will be on track to achieve ARE by the end of Year 2 for reading, writing and maths</p> <p>90% of non-send pupils will have a reading and maths age within 6 months of their chronological age.</p>	<p>Intervention bay furniture and resources. <b>£2,000</b></p>
<p><b>Total Cost</b></p> <p><b>Allocated cost from catch up Grant</b></p>		<p><b>£12,100</b></p>

## Wider Strategies

Actions	Intended impact	Cost
<p><b>Support parents to support their children with reading catch-up by:</b></p> <ul style="list-style-type: none"> <li>• Purchasing phonics flashcards for all pupils in Reception and Year 1 and hold virtual workshops to teach phonemes</li> <li>• Purchasing Bug Club to ensure pupils have access to additional reading material linked to their phonic ability</li> <li>• Produce parental reading support booklets and share with all parents, including the use of the resources produced by Research Rich Pedagogies (Open University)</li> </ul>	<p>Parents understand the importance of all age pupils being read to, as well as listening them to read.</p> <p>Parents have the skills to support phonics and segmenting and blending</p> <p>Parents are actively using Bug Club to change their child’s home reader – ensuring they have access to plenty of reading material.</p>	<p>Home Phonics resources £1,000</p>
		<p style="text-align: right;"><b>Total Cost</b> £1,000</p> <p style="text-align: right;"><b>Allocated cost from catch up Grant</b> £30,800</p>