

## Catch Up Premium Spending Strategy

Context
<p><b>Gorse Bank Primary School - Catch Up Premium allocation circa £33k (based on 415 pupils x £80 per pupil)</b></p> <ul style="list-style-type: none"> <li>• 2FE with 415 pupils on roll</li> <li>• Last inspected in September 2019 and judged to still be good with a return visit pending to judge if outstanding</li> <li>• 8 pupils eligible for Pupil Premium Funding (1.92%)</li> <li>• Pupils on the school's SEN Register – 11 with EHCPs and 14 SEN Support (6%)</li> </ul>
<p><b>Catch Up Priorities</b></p> <ol style="list-style-type: none"> <li>1. Early Reading and Phonics – especially Years 1-3</li> <li>2. Writing esp. boys (extra input on monitoring from ELT)</li> <li>3. 'Previous higher attainment' readers in KS2 (inference training, look into <i>Reading Plus</i>)</li> <li>4. Speech and Language (esp EY/KS1) – focusing on vocabulary development and acquisition (has our pupils' early lit development been set back by not being surrounded by rich language over lockdown?)</li> <li>5. Maths esp. Y5&amp;Y3(monitors focusing on catch up and use of WRM Covid materials)</li> <li>6. Social and emotional wellbeing – pupil behaviour</li> <li>7. Inequalities accentuated by school closures disproportionately affecting our disadvantaged pupils</li> </ol>
<p><b>EEF Strategy Type Key:</b>  <b>Teaching &amp; Whole school</b>  <b>SGT – Supporting Great Teaching      PAF – Pupil Assessment and Feedback      TS – Transition Support</b>  <b>Targeted</b>  <b>1:1 &amp; SGT – Tuition and Small Group Teaching      IP - Intervention Programme      EST - Extended School Time</b>  <b>Wider</b>  <b>SPC - Supporting Parents &amp; Carers      ATT - Access to Technology      SS - Summer Support</b></p>

Priority 1 – Early Reading and Phonics			
Barrier	Action	Costs	Strategy Type

<p>Current Y2 pupils did not complete Phase 5 Phonics in previous year</p>	<ul style="list-style-type: none"> <li>• Additional daily Phonics session for all Y2 pupils with Class Teacher</li> <li>• 19 pupils to have an additional session on top of this</li> <li>• Phonics Screening wb 30/11/20 and repeated wb 01/03/20 to check knowledge is secure/plan next steps</li> <li>• Practice Phonics Screening towards end of Autumn 2 so provision and groupings can be refined for Spring Term 1</li> <li>• Deputy Head – half a day dedicated to teaching Phonics in KS1</li> </ul>		<p><b>SGT</b> <b>PAF</b></p>
<p>Current Y1 did not complete Phase 3/4 Phonics in previous year</p>	<ul style="list-style-type: none"> <li>• Additional class/group/1:1 precision teaching aimed at the pupils with most ground to make up</li> </ul>		<p><b>SGT</b> <b>PAF</b></p>
<p>Gaps created in phonics / early reading due to Covid</p>	<ul style="list-style-type: none"> <li>• Additional teaching capacity created in-house through part-time staff working additional hours from November to July: <ul style="list-style-type: none"> <li>○ SENDCo – extra day for 1:1 precision teaching</li> <li>○ Y1 PPA cover – extra half day a week to release Class Teacher to do additional 1:1/small group teaching</li> <li>○ Y3 PPA cover – extra half day to release Class Teacher to do additional 1:1/small group teaching</li> </ul> </li> </ul>	<p>£4.5k £4.5k  £5k</p>	<p><b>SGT</b> <b>PAF</b></p>
<p>Additional, quality reading book needed to track and support development of phonics and early reading.</p>	<ul style="list-style-type: none"> <li>• Purchase new range of high-quality books to support progression in phonics.</li> </ul>	<p>£1000</p>	<p><b>SGT</b></p>
<p>There exists a need to spread and expertise in the teaching of</p>	<ul style="list-style-type: none"> <li>• Creation of TLR3 ‘Reading Champion’ until August 2022</li> </ul>	<p>£1800pa (£3k over 2 years)</p>	<p><b>SGT</b> <b>PAF</b></p>

early reading and RfP and to track specific need and progress related to Covid-related gaps in learning		...also to budget for external training	SPC
Reading skills, fluency, comprehension, spelling and phonics for pupils identified in Y1&2	<ul style="list-style-type: none"> <li>FFT Lightning Squad Phonics &amp; Early Reading intervention</li> </ul>	£2250	SGT IP
Limited diagnostic information to identify gaps in reading skills	<ul style="list-style-type: none"> <li>NFER standardised tests to support forensic question level analysis that results in personalised teaching and learning</li> </ul>	£600	PAF

Priority 2 – Writing esp. boys			
Barrier	Action	Costs	Strategy Type
Delayed development in writing attainment and progress (particularly amongst boys)	<ul style="list-style-type: none"> <li>Additional teaching capacity created in-house through part-time staff working additional hours from November to July: <ul style="list-style-type: none"> <li>SENDCo – extra day for 1:1 precision teaching</li> <li>Y3 PPA cover – extra half day to release Class Teacher to do additional 1:1/small group teaching</li> <li>Y4 PPA cover – extra half day a week to release Class Teacher to deliver intervention</li> </ul> </li> <li>NTP provider to support specific group of lower prior attainment boys (Pearson, NTP)</li> </ul>	As above  £675	SGT IP PAF
Time for rigorous tracking and monitoring of progress	<ul style="list-style-type: none"> <li>Release time for Eng Lead / DHoS for monitoring and proportionate support – continue work on ‘Boys Don’t Try’ with specific foci across school (e.g. finer motor in EY, audience and purpose in KS2)</li> </ul>		SGT PAF

Priority 3 – Not yet on track readers in KS2			
Barrier	Action	Costs	Strategy Type
Delayed progress of groups of pupils in areas of reading	<ul style="list-style-type: none"> <li>Additional teaching capacity created in-house through part-time staff working additional hours from November to July:               <ul style="list-style-type: none"> <li>SENDCo – extra day for 1:1 precision teaching</li> <li>HLTA – extra half day in UKS2 (Reading focus)</li> <li>4 PPA cover – extra half day a week to release Class Teacher to do additional 1:1/small group teaching</li> <li>Y3 PPA cover – extra half day to release Class Teacher to do additional 1:1/small group teaching</li> </ul> </li> <li>NTP provider to support specific group of lower prior attainment pupils</li> </ul>	<p>As above</p> <p>£3k</p> <p>As above</p> <p>As above</p> <p>As above</p>	<p>SGT</p> <p>IP</p> <p>PAF</p>

Priority 4 – Speech and Language			
Barrier	Action	Costs	Strategy Type
Speech and Language delays particularly in EY/KS1 exacerbated by lack of social contact this year.	<ul style="list-style-type: none"> <li>Provide Wellcomm intervention for all pupils in EYFS and identified pupils in KS1</li> <li>Training on 'Helicopter Stories' for EY and KS1 teams</li> <li>Plan and provide opportunities for pupils to read aloud and recite rhymes, poems and stories off by heart</li> </ul>	£470 for package	<p>IP</p> <p>SGT</p>
Limited ability to articulate thoughts and ideas	<ul style="list-style-type: none"> <li>Professional Learning based on Development Matters – Supporting the Characteristics of Effective Learning, the adult role which includes e.g. modelling</li> </ul>	In-house	SGT

	the language of thinking and encouraging open ended thinking		
Exposure to and explicit teaching of Tier 2&3 vocab	<ul style="list-style-type: none"> <li>Professional Learning based on Closing the Vocabulary Gap for all teaching staff</li> <li>Systematic use of Knowledge Organisers in EYFS arranged by Area of Learning and in KS1 by subject</li> <li>Provide a vocab rich learning environment to enable staff and pupils to use and apply a wider range of vocab</li> </ul>	In-house Book purchase £596	<b>SGT</b>

<b>Priority 5 – Maths</b>			
<b>Barrier</b>	<b>Action</b>	<b>Costs</b>	<b>Strategy Type</b>
Limited diagnostic information to identify gaps in arithmetic skills	<ul style="list-style-type: none"> <li>NFER standardised tests to support forensic question level analysis that results in personalised teaching and learning</li> </ul>	£730	<b>PAF</b>
Learning from Home content not understood fully/retained	<ul style="list-style-type: none"> <li>Provide additional tutoring for individuals/groups in Y5 through Pearson (NTP)</li> </ul>	See above	<b>SGT IP</b>
Interaction btw CT and Tutor which means tutoring doesn't have max effect	<ul style="list-style-type: none"> <li>Establish a three-way relationship between tutor, teacher and pupil that ensured tuition is guided by school, linked to curriculum and focused on areas where pupils need more practice/feedback – in house study groups v NTP</li> </ul>	Cover costs for release of Y5 CTs (3 half days over year - £500)	<b>SGT IP</b>

Priority 6 – Social and emotional (inc. pupil behaviour)			
Barrier	Action	Costs	Strategy Type
Small number of pupils struggling with transition back to school after lockdown	<ul style="list-style-type: none"> <li>• Mental Health first aider training as part of Pastoral Manager role</li> <li>• KiVa Training for current Behaviour Lead</li> <li>• Creation of PSHE Team to ensure all aspects of personal development are addressed by expertise on staff</li> <li>• Identify most relevant interventions offered by VisYon e.g. The Incredible Years, Cool Connections (CBT) and Resilience Coaching and most appropriate staff to access training in order to deliver them</li> </ul>	<p>Half day of PM role specific to catch-up (£2600)</p> <p>Cost of KiVa Training TBC</p>	<p>SGT TS IP SPC</p>
Improvements in behaviour in key year groups required to ensure necessary learning gains made	<ul style="list-style-type: none"> <li>• Behaviour support for key staff from NQT Mentor, DHoS and HoS</li> </ul>	Release budget for relevant staff	<p>SGT TS</p>

Priority 7 – Addressing inequalities esp. disadvantaged and vulnerable pupils			
Barrier	Action	Costs	Strategy Type
Challenges presented by Remote Learning disproportionately affecting vulnerable pupils	<ul style="list-style-type: none"> <li>• Computing Lead to ensure Learning from Home is as effective as possible and all pupils have equal access to it regardless of circumstance</li> <li>• Computing Lead to consult best practice in Remote Learning from: <ul style="list-style-type: none"> <li>○ <a href="#">EEF Remote Learning Evidence Review</a></li> </ul> </li> </ul>	Cost of covering release for Subject Leads (eq. 5 days)- £1000	<p>SGT SPC ATT</p>

	<ul style="list-style-type: none"> <li>○ <a href="#">EEF Home Learning Approaches</a> (Activate, Explain, Practise, Reflect, Review model)</li> <li>○ <a href="#">EEF Whole School Assessment report</a> (for guidance on providing high quality feedback)</li> <li>● Provide focused training on the effective use of technology for all teaching staff which includes working from home and teaching remotely</li> <li>● Provide management time for Leadership and Subject Leaders to refine/support curriculum planning e.g. reviewing the resources curated by the DfE</li> <li>● e.g. Oak National Academy <a href="https://www.thenational.academy/">https://www.thenational.academy/</a> and BBC Bitesize <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a> and incorporating into curriculum planning accordingly</li> <li>● Assign small number of school iPads for home use for families who would otherwise not be able to engage in remote learning when needed</li> </ul>		
Challenge of contact and support for vulnerable families both in and out of lockdown	<ul style="list-style-type: none"> <li>● Use of <a href="#">EEF Report on Communicating Effectively with Parents</a></li> <li>● Computing Lead to work on one-page aide memoir and live and / or pre-recorded sessions for parents to support their safe use of technology at home</li> </ul>	As above	<b>SPC</b> <b>ATT</b>
Challenge of having sufficient technology to support pupils remotely	<ul style="list-style-type: none"> <li>● Extra member of Trust IT Team to assist remote learning provision</li> <li>● License costs for remote learning</li> </ul>	£3181  £900	<b>SPC</b> <b>ATT</b>

**Current total spend (projected as of December 2020) - £33,502**