Improvement Area - Catch Up Premium 2020/2021

Key Priority:		Finance:		
To effectively deploy Catch-up Premium resources to recover learning lost during the pandemic by: supporting teachers in their delivery of high quality teaching for all pupils; identifying pupils most in need of intervention (year groups with statutory testing, pupil premium children, clinically especially vulnerable, SEND...) and providing appropriate support for pupils' non-academic needs. EEF guidance has been used to create this plan.		£33,280		

Context

Government funded - Allocation is calculated on a per pupil basis, each OLOP registered student receives a total of £80.

F2	No significant issues noted.			
Y1	Children have returned with a phonics deficit. Attendance is poor (93.1%)			
Y2	Pupils missed the phonics screen and have returned to school with a phonics deficit. There is a higher proportion of EAL pupils than other years.			
Y3	Pupils have missed SATs and resits of phonic screen. Writing gaps have been identified and the pupils need social and emotional learning intervention. There is an NQT and an RQT in the year group.			
Y4	SEND pupils have fallen further behind and there is a larger proportion of Pupil Premium pupils than other year groups.			
Y5	Missed multiplication check.			
Y6	Higher percentage of children with SEND and higher PP.			

Success Criteria

1	**High Quality Teaching**
	Pupils in Y6 and Y2 achieve FFT targets.
	Pupils in Y1 and Y2 achieve a target of ? respectively for the phonic screen.
	Access the school's online platform is increased through purchase of additional IT equipment.
	Purchase of additional licences for IT programmes to ensure pupils who have fallen behind are able to recover lost learning.
2	**Targeted Academic Support**
	Precise assessent in the autumn term identifies pupils who have fallen behind.
	1:1 interventions result in pupils making rapid progress.
3	**Wider Strategies**
	Training for parents in ELSA (Emotional Literacy Support Assistant) enables parents to build strategies to help therir child with well being (particularly Y5).
	Communication with parents is enhanced through the purchase and use of an online platform (School Cloud)
	Well being of staff and students is prioritised.

Actions	Lead person	Time Scale (Start and End dates)	Training / CPD needs	Resources/Costs/Time
Teacher assess all pupils to identify children who have fallen behind and require intervention to catch up.	Assessment Lead	October		Assessment Lead release time = £213.35
1:1 meetings with Y6, Y2 and Y1 teachers to identify curriculum adaptations and pupils who have fallen behind including PP/vulnerable children and children with SEND.	CP/BG	October		
Tuition arrangements made for identified pupils.	CP/BG	October	Staff meeting time	
Purchase addtional technology - 10 iPads	JH/IM	October		20 iPads with cases £7,324

	Purchase addtional resources - increase number of licenses for IT programmes such as Nessy. Upgrade Lexia programme. Purchase of school cloud. Early Language Programme.	CP/JH	October		Nessy = £20 per student x 15 = £300 Lexia upgrade = £385 Early Language Programme = £
	Tuition delivery.	Class teachers/HLTAs	November - July 2021		Round 1 (Reading and spelling): 12 qualified teachers delivering 8 sessions at £30 per hour = £240 x 10 = £2,880 Round 2 (Maths): 12 qualified teachers delivering 8 sessions at £30 per hour = £240 x 10 = £2,880 Round 3: (Writing): 12 qualified teachers delivering 8 sessions at £30 per hour = £240 x 10 = £2,880 3 rounds x 3 = £25,920
	Set up an ELSA parent Zoom meeting.	CW/PE	January	CP to work with CW/PE	SENDCo time = £240 per day ELSA Time = £50 x2 = £100
					Total cost: £340
	Purchase of School Cloud for video conferencing	BG/JH	Nov '20		£349

		Autumn review	Spring Review	Summer Review	
	Pupils in Y6 and Y2 achieve FFT targets.				
	Pupils in Y1 and Y2 achieve a target of 90% respectively.				
	Purchase of additional IT equipment results in all pupils being able to access the school's online platform.				
	Purchase of additional licences for IT programmes to ensure pupils who have fallen behind are able to recover lost learning.				
	Precise assessent in the autumn term identifies pupils who have fallen behind.				
	1:1 interventions result in pupils making rapid progress.				
	Training for parents in ELSA (Emotional Literacy Support Assistant) enables parents to build strategies to help therir child with well being.				
	Communication with parents is enhanced through the purchase and use of an online platform (School Cloud)				
	Well being of staff and students is prioritised.				