

Stanbridge Lower School



Catch Up Premium/Strategy 2020- 2021: Total Funding = £8720

Identified Vulnerable Groups for gaps in skills and knowledge on return to school in September 2020

- Children who haven't engaged with learning as expected during lockdown
- Non-pupil premium children with wide gaps in learning identified through teacher assessment during September focusing on reading, writing maths and phonics
- Pupil premium children with wide gaps in learning identified through teacher assessment during September focusing on reading, writing, maths and phonics
- Traveller children
- SEND children

Desired Outcome	Action/Approach	Rational and Evidence	Implementation Date	Monitoring	Finance	Impact
All pupils attend school and are punctual	FLO/HT identify children not in school and support parents returning their children to school. FLO actively engaged with families re attendance at school.	Increased anxiety amongst parents re COVID	Sept 2020	Head Teacher	Met within school budget	Children are attending school and are learning
To support the emotional wellbeing of children on return from lockdown	Run an emotional well-being project for first two weeks of term Purchase book and accompany resources entitled Our World. Teachers use resources to discuss and identify EWB issues being	Reduce anxiety Give children a vehicle to express any concerns they have. Uncover any EWB issues and give support through FLO or outside agency	Sept 2020	Head Teacher Teachers	£400	Children are less anxious, EWB issues are dealt with and children feel settled and secure in school once again.

	presented by children Settle children back into the school day, so they are able to listen effectively, concentrate effectively and feel secure in their environment again.					
To identify gaps in knowledge and skills accurately	<p>From September during EWB project teachers to use informal teacher assessment to start to identify gaps in learning.</p> <p>From the end of September teachers</p> <ul style="list-style-type: none"> • EYFS baseline assessments • EYFS/KS1: Phonic assessments • KS2 spelling assessment <p>Plus children to complete a writing sample, dictation for spelling, and a maths assessment paper to gather evidence of gaps in skills and knowledge.</p> <p>All reading to be assessed to identify gaps in learning</p> <p>Head Teacher to</p>	Staff need accurate information about gaps in learning in the core areas in order to plan and set interventions	1 st October 2020	Head Teacher Governors	£200	All teachers have information about gaps in learning to set relevant work that accelerates learning across the term quickly addressing gaps in learning in reading, writing, maths and phonics, so enabling the children to be on track to meet ARE by the end of the year.

	<p>complete gap analysis for reading, writing, maths and phonics.</p> <p>Hold a progress meeting to set intervention groups and what parts of the curriculum to focus on for each year group to accelerate learning in the core areas.</p>					
All children rapidly recover reading skills including phonic knowledge	<p>S/L to recap training in phonics with teachers and support staff.</p> <p>All teachers to assess reading gaps and ensure children are reading a book that matches their KS1: stage of phonic development KS2: previous reading stage.</p> <p>Teachers to informally assess phonics to know how to plan for gaps in phonic knowledge.</p> <p>Set reading interventions at progress meetings.</p>	<p>Reading progress might have regressed or made slow progress during lockdown. Children might not have read as frequently during lockdown.</p>	Mid September	<p>Class Teacher English Subject Leader Head Teacher</p>	/	<p>All children's reading has been assessed and children's reading books match their phonic level offering a degree of challenge enabling children to get on track to reach ARE by the end of the year.</p>
All children rapidly recover writing skills	<p>S/L to review talk for writing strategies with</p>	<p>Writing progress might have regressed or</p>	1 st October 2020	<p>Class Teacher English Subject Leader</p>	/	<p>All children's writing has been assessed and</p>

	<p>teachers and support staff.</p> <p>Complete a writing task to assess children's starting points for the year.</p> <p>Complete a spelling dictation to assess use of Spelling Appendix 1 focusing on year group spelling patterns etc.</p> <p>Compare results now to where the children were before lockdown and plan work accordingly to address gaps in learning.</p>	<p>made slow progress during lockdown. Children might not have written as frequently during lockdown.</p>		Head Teacher		<p>planning addresses the gaps in learning enabling children to get on track to reach ARE by the end of the year.</p>
All children rapidly recover maths skills	<p>S/L to lead training on new maths scheme – White Rose Maths.</p> <p>Purchase extra online resources from White Rose Maths</p> <p>Teachers assess maths as they teach each unit, revising previous year objectives if needed completing a rolling, live plan for each unit of work.</p>	<p>Maths attainment and progress might have regressed or made slow progress during lockdown. Children might have forgotten concepts and need to make the link between current year group objectives and previous missed/taught objectives in order to understand the maths concept.</p>	June 2021	<p>Class Teacher Maths Subject Leader Head Teacher C</p>	£400	<p>All children's Maths have been assessed and planning addresses the gaps in learning enabling children to get on track to reach ARE by the end of the year.</p>

<p>To provide in school extra tuition for children with wide gaps in reading, writing, maths and phonics</p>	<p>Employ a part time teacher to lead interventions with identified vulnerable groups</p> <ul style="list-style-type: none"> • Children who haven't engaged with learning during lockdown as expected • Pupil Premium children • Non-pupil premium children with wide gaps • Traveller children <p>Teacher to work with class teacher planning work which reinforces missed objectives/gaps in learning focusing on reading, writing, maths and phonics</p>	<p>To reinforce missed objectives and current year group objectives to enable the children to close the gap created in their learning during lockdown.</p>	<p>By June 2021</p>	<p>Catch up Teacher Class Teacher Head Teacher Governors</p>	<p>£7,720</p>	<p>Gap in children's knowledge and skills has been addressed and reduced enabling them to make rapid progress and be on track to achieve ARE at the end of the year.</p>
<p>To support the development of language and early literacy skills in the Reception Class</p>	<p>To take part in the Nuffield Early Language Intervention through the EEF.</p> <p>Early Years Lead to lead and organise this programme in the Reception Class</p>	<p>To identify and support children's language in the early years.</p> <p>The 20 week NELI programme aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks</p>	<p>By June 2021</p>	<p>Head Teacher Governors</p>	<p>/</p>	<p>Children's language and early literacy skills development will be support further through the year by trained staff enabling children to reach the expected level of development at the end of the Early Years Foundation Stage.</p>

	EY Lead and x2 LSA staff to be training and implement programme	also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy.				
--	---	--	--	--	--	--