



Greatworth Primary School Catch-Up Premium Plan

Summary Information					
School	Acorns Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£80 x65 pupils = £5200	Number of pupils	65 (R- Y6)

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 Reception through to Year 6.</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>	
<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 curriculum expectations for the next academic year.</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 Coronavirus (COVID-19) Support Guide for Schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. They have also published The EEF Guide to Supporting School Planning.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

WHY? Identified impact of lockdown

Maths	Children have missed large chunks of learning in mathematics and, since returning in September, some are showing a lack of fluency with place value and number facts lower down the school and calculation strategies, fractions, decimals and percentages further up the school. The children's attitudes have not wavered and they are keen to learn new material but they are behind where we might expect for this time of the year. Some children have continued to practice and secure the key skills at home and are ready for more challenging reasoning and problem-solving activities to further their learning.
Writing	Writing continues to be a focus and features strongly in our school improvement plan. During lockdown, children worked hard on their writing but it was difficult for them to get the benefits of modelled writing. Teachers continued to teach phonics, spelling patterns and statutory words and Kinetic Letters handwriting. Children are enthusiastically taking part in lessons since the return in September and results have been pleasing despite lost learning; we now need to focus on ensuring all children have high quality first teaching and opportunities to learn to write as well teaching how to revise and edit their writing.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Having missed valuable Class Reading/Book Talk sessions in school, children now need to focus on key vocabulary and language devices used by authors to help them to accurately answer written comprehension questions. For this, we have introduced a Reading Spine which ensures that all children access high quality and culturally relevant or important texts for their age group.
Non-core	Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments; however since returning in September, children have experienced some visitors and experiences in school and memorable experiences at the start of topics has resumed. There will also be gaps in knowledge across the whole school as sections of learning have been missed - these won't significantly disrupt our curriculum map as topic lessons continued through lockdown. Teachers will now share Knowledge Organisers for Science, History and Geography and RE for every termly topic in order that children, parents and teachers are clear about the intended outcome for the topics.
Social and Emotional Learning	Social and emotional wellbeing is being carefully monitored by all staff due to the lack of face to face contact during lockdown. Attendance is high (97%) and children and families are engaging positively with the curriculum and on Microsoft 365. Weekly PSHE lessons provide excellent opportunities to talk with the children and help them to learn about themselves, their emotions and their behaviours.

Planned Expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**Tier 1: Teaching (high-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development)
Teaching and whole school strategies (supporting great teaching, pupil assessment and feedback and transition support)**

<p>Determine the Results we are aiming to achieve as part of the strategy</p>	<p>HOW and WHAT? Have in place a number of Approaches that will deliver the required results, both now and in the future</p>	<p>WHO and WHEN? Deploy these approaches appropriately</p>	<p>Assess and Refine the deployed approaches to learn and improve</p>
<p>Develop a digital literacy skills and effective ICT system for children and staff</p>	<p>Implement Microsoft 365 across the school to help organize and store children's work and assessment. Fully embed the curriculum schemes of work – Knowsley so children are better able to access learning digitally. Systems are in place so that teachers consistently use teams to set assignments, store work and collaborate to save time and organise resources Digital literacy – realise in our practice that IT can be used to motivate, create and collaborate. Purchase an additional set of laptops Nov 2021; new devices for EYFS x 4; new visualisers for staff to support modelled writing.</p>	<p>Lead HT and KS1 IT leads : CL and GH Classteacher responsible for teaching and planning (main budget £7500</p>	<p>Laptops will not be delivered until February 2021 New devices in reception supporting effective assessment Knowsley scheme implemented but more difficult during lockdown for some children and parents</p>
<p>To embed a coherent curriculum so that children develop the expected skills and knowledge for all subjects which underpin future learning.</p>	<p><u>Use the following teaching instruments to support high quality learning for every child:</u> 1. Questions to provide challenge and support 2. Learners develop Mastery 3. Intellectual architecture- based on previous learning eg schemas 4. Stimulus- effective hooks for lessons 5. Knowledge organisers (Humanities and Science) 6. Vocabulary 7. Etymology 8. Visits and visitors <u>A coherent curriculum</u> SL ensure that IT, PHSE, Reading and Writing are monitored and fully integrated into teaching and LTP in their subject. <u>Effective subject leadership</u> New SL policy; SL monitor and cross-reference their subject across other</p>	<p>LLB and subject leaders £250</p>	<ul style="list-style-type: none"> • Subject leaders have a clear plan for the year <p>We have created a curriculum intent, implantation and impact audit</p> <ol style="list-style-type: none"> 1. clear next steps for all subject leader action plans 2. Knowledge organisers for RE, Science, history and geography curriculum to support improved standards in the subject, assessment and tracking 3. Our approach added to the website with curriculum overviews for the term and Knowledge organisers

	<p>subjects to ensure that learning is maximised and every opportunity is sought to improve learning.</p> <p><u>Effective assessment for learning</u></p> <p>Go deep into assessment and retention of knowledge (formative and diagnostic assessment strategies used) which work best with each specific subjects. Use Formative assessment checklists for ideas to trial. Training in Rosenshine's principles of instructions 'Walk Thru' strategies and resources.</p>		<p>4. All subject leaders have had time for monitoring their subject- particularly in English and Maths</p> <p>5. Standards are good across the school in Reading, writing and maths.</p>
<p>Further improve the PSHE curriculum to promote the extensive personal wellbeing, health and development of pupils. Ensure there is a clear progression.</p>	<p>Resources & strategies to focus on: Social & emotional Learning, SCARF, Protective Behaviours and Growth Mindset, Values Education, Online Safety, Religious Education and British Values.</p>	<p>LLB and MS SCARF and the Life Bus</p>	<p>SCARF lockdown resources also being used during lockdown. Questionnaires in Dec 2020 show that children feel challenged, supported and safe in school. See HT report Jan 2021</p>
<p>Ensure children continue to practise key skills and further develop their fluency in Reading</p>	<p><u>Whole school approach to Reading:</u></p> <ul style="list-style-type: none"> Guided reading sessions should take place 4x a week for 30 minutes 3 sessions linked to the reading curriculum, 1x session linked to class novel All classes to choose and read a class novel with children every day for at least 10 minutes Use VIPERS questioning Incorporate book talk sessions every so often to allow deep discussion about texts being read Teachers to be readers and keep up to date with current titles to celebrate with the children <p><u>Modelling of reading/ exposure to high quality texts :</u></p> <p>Adults read aloud every day using a range of quality fiction and non-fiction texts, modelling reading comprehension strategies where appropriate.</p> <p>Introduce a Reading Spine and 100 reads in order that builds on challenge and coherence through the texts that have been chosen. The texts include Fiction, non-fiction to support curriculum and classics in line with the age-</p>	<p>CL and CD (Phonics)</p> <p>Phonics resources Platform subscriptions</p>	<p>Reading introduced, VIPERS, whole class reading fully implemented across the school. Spelling shed purchased and used daily across KS2 for homework and during lockdown.</p>

	<p>range and high expectations.</p> <p><u>consistency in comprehension teaching</u></p> <p>Explicitly teach and identify the six comprehension strategies matched to appropriate texts: prediction, questioning, clarifying, summarising, inference and activating prior knowledge.</p> <p><u>Assessment and intervention</u></p> <p>Regular, systematic formative and diagnostic assessment identifies those who need Phonics, comprehension and language intervention</p>		
To improve standards in writing from EYFS to KS2.	<p><u>Embed sentence stacking/modelled writing approach in every classroom.</u></p> <p>Agree planning formats for writing and English lessons</p> <p><u>Assessment:</u></p> <p>Independent writing pieces completed at the end of a unit of work should be moderated against ARE and stuck into Exciting Writing books</p> <p>Exciting Writes should take place twice a term (KS2), once a term (KS1)</p> <p>As a staff we will moderate once a term (staff meeting)</p> <p><u>To introduce the fantastics into EYFS continuous provision</u></p> <p>Ensure that a consistent approach to writing is represented in the environment in every classroom</p> <p><u>Kinetic Letter</u> to be a strength of the school</p> <p>Online training subscription</p>	<p>CL and DD (phonics Lead)</p> <p>Modelled Writing visual resources</p> <p>Kinetic letter subscription for training</p>	<p>Writing standards in KS2 are rising quickly. New staff and training will show progress in Summer 2021 however lockdown will make this more difficult as modelled writing lost. KS2 teachers increasingly implementing live modelled writing lessons.</p>
Total budgeted cost			<p>Please see Pupil Premium 2021, PTA contributions and main school budget</p> <p>£7750</p>

Tier 2: Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND) Targeted approaches (one to one and small group tuition, intervention programmes and extended school time)

Determine the Results we are aiming to achieve as part of the strategy	HOW and WHAT? Have in place a number of Approaches that will deliver the required results, both now and in the future	WHO and WHEN? Deploy these approaches appropriately	Assess and Refine the deployed approaches to learn and improve
<p>We have noticed larger gaps since lockdown in core knowledge and calculation strategies in maths. We aim to focus on year group specific content to secure the foundations before moving on to more complex maths later in the year. Some children also need more exposure to higher level maths.</p>	<p>Use PUMA analysis tool; regular tracking of key skills; Tables Rockstars introduced to support lockdown learning with additional access for those who need it. Use White Rose and DFE tracking resources to support teachers in filling gaps in maths. Twinkl, Classroom Secrets, Hamilton and White Rose subscriptions before and throughout lockdown which have continued since returning to school - to use both in school and for homework and remote learning.</p>	<p>MS Maths Lead £300</p>	

<p>Year 1 on track for expected standard in both writing and maths will increase, as will children's confidence and independence.</p> <p>Y2 writers will receive more targeted support and therefore more will achieve the expected standard. Y2 mathematicians will be stretched to secure expected standard and support for those working at a greater depth level.</p>	<p>Additional TA for Willow class to support differentiated groups and daily intervention in Maths, phonics and guided reading.</p> <p>1:1 for those with specific needs in place value and number sense</p> <p>PIRA and PUMA used termly to analyse gaps in learning.</p>	<p>GH and CD MS maths Lead LLB SENCO</p> <p>PIRA and PUMA £400</p>	<p><u>Evaluation Jan 2021</u></p> <ul style="list-style-type: none"> Monitoring shows good progress and new staff have worked hard to complete training and implement modelled writing approach. need to monitor kinetic letters. EYFS baseline – focus on early reading skills •Year 2 Phonic Screening (Year 1 delayed) continue with pace so no slipback
<p>Additional support for both Y6 to increase % of children working at both expected and greater depth levels in writing. Y5/Y6 knowledge of terminology is lacking since lockdown.</p>	<p>CGP Grammar, Punctuation & Spelling booster books and booster group</p> <p>Dynamic assessment identifies those for intervention in Read, Write Inc daily and online Reading Intervention</p>	<p>CL £150</p>	<ul style="list-style-type: none"> Effective phonics intervention in KS2 proved pupil engagement and confidence in reading Developing comprehension skills in KS1 and KS2 <p>Greater evaluation of interventions recorded in Dec 2021.</p>
<p>To ensure children have access to high quality teaching and learning in order to make progress (and close gaps) in Phonics, Reading, Writing and Maths following COVID 19.</p>	<p>Purchase of wobble cushions, partition boards, sound buttons, ear-defenders to support children on their return from lockdown. Read, Write Inc Intervention in KS2 Whole school approach to Reading Phonics resources</p>	<p>LLB SENCO £700</p>	<p>SEN resources – children access independently</p>
<p>Increase the % of children working at the expected standard in reading in Y3&4.</p>	<p>New reading spine to ensure that all children experience books of aspirational level including the classics.</p> <p>HT intervention group for Guided Reading and Phonics. Interventions target and focus on reading fluency and comprehension.</p> <p>Arch Reader to start asap.</p>	<p>MS/ CL English lead</p>	<p>Children have closed the gaps in dec 2021 assessments. They show greater independence. Parental emails in Jan 2021 have been impressed with progress since last lockdown in their children's independence and focus and skills.</p>
<p>Develop the use of accurate speech sounds in EYFS for specific children.</p>	<p>Speech & Language Interventions a priority; Phonics Interventions and additional TA to support; Phonics leader appointed. Training given to all staff in EYFS.</p>	<p>GH EYFS lead/LLB SENCO £800</p>	<p>Disrupted due to lockdown and staff shortages in autumn 2021</p>
<p>Total budgeted cost</p>			<p>£1800</p>

Tier 3: Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successful implementation in challenging times) Wider strategies (supporting parent and carers, access to technology and summer support)

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Children will be settled and prepared for the day ahead after a calm approach to the school day.	Whole class morning meetings; more time to play during playtime and lessons; time to reconnect and training (September 2020) for all staff to understand brain chemicals and provide activities to both motivate and relax at different times during the day. Individuals: Morning Meet and greet; social skills; observations by Target Autism, Playpals interventions.	£200 CPD Resources £150	<ul style="list-style-type: none"> Emotional and mental health provision for identified pupils of concern – Questionnaire-allowed us to identify children who are not feeling positive about school and address concerns with them and their parents. Provided information on what children wanted on the playground and their thought on the behaviour of individuals in their class. <p>Staff are planning for PHSE, Character Education and the themes and virtues are visible in school. Pupils are able to talk about the virtues and use the themes involved in a healthy growth mind-set and self-regulation.</p> <p>We decided not to go ahead with the Character curriculum as the virtues and values were really well placed in the SCARF</p> <ol style="list-style-type: none"> <u>Next Steps</u> It is really important that teachers follow up on children who are not engaging in virtual learning. resources which are brilliant. Unfortunately the Life Bus annual visit will need to be postponed as was booked for this term.
Children will be able to access technology at home for remote learning and homework.	Provided laptops for those who need them during lockdown.		1 laptop borrowed

All families involved have a clear understanding of what remote learning will look like in the event of an individual isolating, a bubble closure or whole school lockdown.	Clear Remote Learning Policy and Procedures shared with Governors and families		Uploaded onto the website
To build character, resilience and positive behaviours.	Development of PSHE curriculum including Growth Mindset and values.		
Support provided when needed to parents through regular contact with teaching staff.	Clear communications sent via school blogs, email and Parentmail. Phone calls for additional support during lockdown, morning meetings and zoom assemblies.		Phonecalls made weekly and morning meetings very successful in KS2
Ensure all vulnerable families are identified.	Regular conversation with teaching and office staff- offer of school attendance for those who will fall behind in school work.		
Total budgeted cost			£150
OVERALL COST			£150