

Catch Up Premium Strategy Statement 2020 – 2021

Summary information					
School	GLENFIELD PRIMARY SCHOOL				
Academic Year	2020/2021	Total Catch Up budget	£33,520	Autumn Term instalment	£8380
Total number of pupils in school	418				

Planned expenditure						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Time scale of implementation	Cost
Foundation Stage to have oracy skills that are at expected or above for their age.	Reception early years oral language programme EEF programme	At baseline, 50% of pupils had oracy skills below Expected for their age. We have identified that these skills are weaker in the boys in the cohort. During progress meetings we have discussed about different opportunities staff could involve the children to get them to talk Teachers are building in increased interaction opportunities and a wide range of activities and experiences to stimulate talk. The structured oracy programme in the Spring Term will build on this and help the children increase their breadth of vocabulary.	Monitoring completed by KS1 team leader. Staff given time to understand the material prior to beginning Teaching staff to deliver the programme. A baseline at the beginning will be taken so that the impact can be measured accurately.	SLT Foundation staff	January - April 2021	Release for teachers 1 x 6 weeks to plan and implement programme. £2640
In Year 1, 85% of pupils to reach the expected standard or above in Phonics. (in line Reading Attainment EYFS Spring Term 2020)	Class teachers to implement additional phonics support for pupils identified in the Spring Term.	Year 1 children have returned to school with lower phonics starting level than in previous years. We know that having a solid understanding of phonics from a young age, helps children with their reading, writing and spelling. Releasing teachers to work with the children in their own classes, identifying the barriers to learning and putting in strategies to address these both within the session and during the rest of the week will have better impact and outcomes will be further improved.	Monitoring completed by KS1 team leader. Teaching staff to deliver the programme. A phonics baseline completed at the beginning will be taken so that the impact can be measured accurately. 85% of children in Y1 achieving phonics test at the end of the year.	SLT Y1 staff Phonics Lead	October -April	Release for teachers: 1 day per week x 6 weeks £2640 Phonics Lead Release £660

<p>Year 2: 80% of children in to achieve age related expectations in reading and writing by the end of the year.</p>	<p>In the Spring Term, identified children in Year 2 to have additional reading and writing sessions by their class teacher to increase attainment.</p> <p>Parent support sessions in reading and phonics</p>	<p>During school closure, some children did not read as regularly as others, which will have an impact on their fluency, accuracy and comprehension. Attainment in reading will impact on other areas of learning.</p> <p>We want to address this, using the teachers' knowledge of the children. In this way barriers can be identified quickly and the children will respond more confidently to their own class teachers.</p> <p>Support at home will be crucial and parents will need to be familiar with phonics resources and ways to help their children.</p>	<p>Monitoring completed by KS1 team leader.</p> <p>Teaching staff to deliver the programme with their own children.</p> <p>A reading baseline completed at the beginning will be taken so that the impact can be measured accurately.</p> <p>80% of children in Y2 achieving age related expectations at the end of the year.</p>	<p>KS1 team leader</p> <p>Y2 staff</p> <p>Phonics Lead</p>	<p>January- April</p>	<p>Release for teachers: 1 day per week x 12 weeks</p> <p>£5280</p>
<p>Year 3:pupils to have a good understanding of the phonics sounds and be able to use them in their reading and writing.</p>	<p>In the Autumn Term, Year 3 staff to complete phonics training to support their delivery of daily phonics sessions. 3 day training session for teachers and TA through OLP.</p>	<p>Children in Year 3 have missed out on phonics teaching in Year 2 due to school closure. We feel that this will hinder their progress in other learning areas in the future if we do not address this immediately.</p> <p>Year 3 teachers are not trained in phonics as the requirement in Y3 is usually at a different level. Therefore we want to equip staff to deliver effective phonics teaching.</p>	<p>Monitoring completed by Teaching School Lead and Head of School</p> <p>Monitoring of the delivery of phonics teaching.</p> <p>80% of children in Y3 achieving age related expectations at the end of the year in reading.</p>	<p>SMT</p> <p>Y3 staff</p>	<p>Autumn 2 October – December 2020</p> <p>SUMMER Term</p>	<p>2 teachers for 3 days of training</p> <p>£1320</p> <p>Trainer cost through OLP £300</p> <p>10 TA hours x 12 (Intensive Reading Support) £1200</p>
<p>Children in Year 4 and Y5 to make good or better progress in reading and writing and maths</p>	<p>Teacher training – SEN Quality first teaching</p> <p>Specialist teachers to work with staff on specific areas e.g. dyslexia</p> <ol style="list-style-type: none"> 1. SEN training delivered by specialist teachers 2. Teachers have time to work with small groups of children 3. Review and reflect and monitor 	<p>Gaps between lower attaining and higher attaining pupils have increased during school closure. SEND pupils and lower attaining pupils found independent learning difficult and some parents found it difficult to motivate children. 22% (17% mainstream) of pupils in this year groups are identified as SEND.</p> <p>Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. Support will need to be sustained.</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower</p>	<p>Monitor staff teachers by SMT</p> <p>Teaching staff to deliver the teaching with their own children.</p> <p>A baseline completed at the beginning will be taken so that the impact can be measured accurately.</p> <p>80% of children in Y4 and Y5 achieving age related expectations at the end of the year in reading and writing.</p>	<p>SMT</p> <p>Y4 and Y5 staff</p>	<p>October 2020- April 2020</p> <p>AUT 2 (Y4) SPR (Y5)</p>	<p>6 weeks x 2 days supply for Y4/5 class teachers £2640</p> <p>Specialist training x 3 sessions</p> <p>£1000</p> <p>10 TA Hours x 18 £1800 (Y4)</p>

		cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. By training the teachers to understand different areas of need, they will be better equipped to identify barriers to learning and provide the best learning environment and teaching for the pupils.			SPR Term	25 x TA Hours x 12 £3000 (Y5)
Pupils in Year 6 have opportunities to address gaps in learning missed during school lockdown so that they make at least expected progress from their KS1 Attainment and ensure that they are ready for the next phase of their education.	Senco to support learning and support Year 6 team Teachers to offer individual and small group coaching to address learning gaps and misconceptions.	Evidence shows that pupils who have had access to small group and 1:1 teaching from their teachers have benefited. 21% of mainstream pupils have identified needs and will need further support to make the progress they need in RWM.	Monitor staff teachers by SMT A baseline completed at the beginning will be taken so that the impact can be measured accurately. Teachers to work closely with cover staff to ensure quality of teaching and learning for all.	SMT Year 6 staff	October 2020 – April 2021	Cover for Teachers 1 day per week x 20 weeks £4400 Senco Release time to support Teachers and learners X 6 days £1320
Pupils in the Speech and Language Provision who have had their education disrupted to make progress in reading.	Class teachers to provide individual support to pupils who were not in school during closure. Liaison work with parents to be enhanced for all pupils in the provision to support with home learning and to involve parents as much as possible in reading.	Although the majority of pupils in the Speech and Language Provision were able to access support and many attended school during the lockdown and were taught by their teachers, some did not. It is vital to involve all parents and that they feel supported by the school. (PP Funding will also be used to buy materials to help learning at home, where appropriate)	Pupils in most need identified during the Autumn Term. Teachers to have at least weekly contact beyond the usual procedures and practices to ensure that strong relationships continue between home and school.	Provision Staff SLT	October- April	Cover for teachers 3x3 days £1800