



Catch-Up Premium Action Plan

Funding =	£ 26,960					
Area	Focus	Principle	Action	Costs	Intended impact	Staff Lead
Teaching	High Quality Teaching for All	Effective professional development for teaching staff impacts on progress	Facilitate effective CPD&L for staff in areas of need: Remote technology White Rose Maths Behaviour training Mental Health training	£250 training with WRM	To ensure that all staff are equipped with the skills and knowledge to effectively deliver our Recovery Curriculum. Evidence: pupil outcomes, CPD&L evaluations.	LGA RLE
	Effective Remote Education for All	Teaching quality is more important than how lessons are delivered	Implement Home Learning Contingency plan for isolating pupils to meet DfE requirements and avoid increasing teacher workload		To ensure that all children have access to home learning on the day they go into isolation. Evidence: review of home learning and pupil portfolios, parent feedback.	LGA RLE
		Ensuring access to technology is key	Ensure school is aware of barriers for families regarding devices and access		To ensure that all children have access to home learning on the day they go into isolation and have the technology needed.	LGA LHA/KLE
			Ensure Class Dojo is accessed by all parents		To ensure that all children have access to home learning on the day they go into isolation. Evidence: regular engagement reviews (informal)	All
		Different approaches to remote learning suit different tasks and types of content	Invest in White Rose Maths curriculum sequence to facilitate ease of transfer from school to home	£49.00	To ensure that the in-school curriculum is easily transferable to remote learning without excessive additional workload. Evidence: Ongoing evaluation of WRM scheme of work, both in school and from feedback from parents.	LGA RLE/BWE

<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Targeted Academic support</h1>	<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment and Structured interventions</h2>		<p>Ensure access to reading for all pupils through the use of an ebook library matched to our school reading scheme.</p>	<p>Oxford Owl annual subscription £200</p>	<p>To ensure that the in-school curriculum is easily transferable to remote learning without excessive additional workload.</p> <p>Evidence: Ongoing evaluation of Oxford Owl ebooks, both in school and from feedback from parents.</p>	<p>Class teachers</p>
			<p>Develop a standardised presentation for Shared Reading that can effectively transition from school to home.</p>	<p>£0</p> <p>Literary Curriculum (High quality book led distance learning videos for each year group) – PAYG</p> <p>VIPERS resources on Literacy Shed+</p>	<p>To ensure that the in-school curriculum is easily transferable to remote learning without excessive additional workload.</p> <p>Evidence: Planning</p>	<p>LRO/BWE NBO</p>
			<p>Build English plans around a weekly PowerPoint presentation which can be made easily into a LOOM lesson and/or sent out to parents for children in isolation.</p>		<p>To ensure that the in-school curriculum is easily transferable to remote learning without excessive additional workload.</p> <p>Evidence: Planning</p>	<p>Year groups during PPA</p>
		<p>Effective diagnostic assessment</p> <ul style="list-style-type: none"> Balance between standardised and diagnostic? What learning has been lost? What do we need to re-teach? 	<p>Look at KS1 standardised tests for Y2.</p> <p>Maintain EYFS/KS1 moderator roles through release time to participate in LA training.</p> <p>Effective comms with previous teachers.</p> <p>Buy into WRM which has been aligned to fill previous years' potential lost coverage.</p>		<p>To ensure that 'gaps' in learning due to missed time at school are effectively closed whilst delivering the taught curriculum in school.</p> <p>Evidence: Assessment Coordinator to review products available.</p>	
		<p>Structured Interventions</p> <ul style="list-style-type: none"> TAs supplement, not replace, the teacher Avoid assigning TAs to 'low prior attaining' groups 15 mins, 5 times per week for 8-20 weeks Extensive training with SENDCO Structured supporting resources and plan 	<p>Provide additional staffing resource to ensure that planned interventions can be delivered effectively and uninterrupted.</p>	<p>4 x point10 TA > 5years service 10 hours - £4000</p> <p>=£16,00.00 approximately</p>	<p>To ensure that 'gaps' in learning due to missed time at school are effectively closed whilst delivering the taught curriculum in school.</p> <p>To ensure that all interventions are effective, delivered effectively and have an impact on pupils learning.</p> <p>Evidence: all interventions evaluated every 6 weeks by the SENDCO. Assessments. Pupil outcomes.</p>	<p>BWE</p>
			<p>Precision Teaching</p>	<p>£0</p>		
	<p>Read it, Write it</p>	<p>£0</p>				
	<p>The 5 Minute Box</p>	<p>£0</p>				
	<p>Abracadabra</p>	<p>£0</p>				

		<ul style="list-style-type: none"> • Focuses on catching up with early reading • Pupils should understand the links between intervention and classroom learning • Shorter and more frequent sessions • Small group is effective • Focus on lower attaining and disadvantaged pupils 				
		<ul style="list-style-type: none"> • Purchase additional tablets 	Additional pupil tablets will ensure that pupils can access planned interventions online both in school and remotely should they be in isolation or a lockdown situation.	£8,000	To ensure that 'gaps' in learning due to missed time at school are effectively closed whilst delivering the taught curriculum in school. To ensure that all interventions are effective, delivered effectively and have an impact on pupils learning.	LGA / RLE / BWE
Wider Strategies	Planning carefully for adopting a mental health-aware curriculum	<ul style="list-style-type: none"> • Timetabled sessions for new PSHE scheme and mindfulness activities. • Define and target specific social and emotional regulation skills • New skills/ methods need to be broken down into clear steps • Role play and behaviour rehearsal opportunities • Regular SLT check-ins with team and Learning Mentors • Learning Mentor referral process 	<p>Jigsaw Whole school PSHE resources being implemented this year.</p> <p>Purchase Jigsaw characters for each class</p> <p>Purchase 'Mood Bears' for use with the Learning Mentor team.</p>	<p>£0 – Jigsaw (Sports Premium funding)</p> <p>£300 (£40 per KS1 class)</p> <p>£114</p>	To ensure that the emotional, social and mental health of all pupils is well supported in the return to school.	LGA / RLE / BWE
	Supporting parents with pupils of different ages	<ul style="list-style-type: none"> • Audit what has worked well (include hard to reach families) • Develop a clear plan for communications and streams • Try to personalise messages • Reinforce simple, encouraging messages – celebrate success • Avoid complex communication – focus on self regulation, organisation, routines and habits 	Class Dojo	£0	To ensure that parents can support their children effectively when they have children in different year groups.	Class Teachers

Wider Strategies

	Adapting the curriculum to reflect gaps in learning	<ul style="list-style-type: none"> Increasing reading across the curriculum 	Ensure access to reading for all pupils through the use of an ebook library matched to our school reading scheme. Reading as focus for	£0 Oxford Owl annual subscription		
				= £25,069.00 allocated = £1,891.00 contingency		