

# Primary Catch-up Grant Plan

<b>School</b>	Worsbrough Bank End	<b>Allocated Grant funding</b>	16,800
<b>Number of pupils</b>	225	<b>% Pupil Premium pupils</b>	53%
<b>Identified key barriers to future attainment:</b>			
<ul style="list-style-type: none"> <li>• Elements of the curriculum from the Summer term not taught. Gaps in knowledge and understanding limit their ability to access the age-related curriculum for the Autumn term</li> </ul>			
<ul style="list-style-type: none"> <li>• Behaviours for Learning – stamina, resilience, metacognition have reduced</li> </ul>			
<ul style="list-style-type: none"> <li>• Poor language skills and limited vocabulary impact on early reading and comprehension</li> </ul>			
<ul style="list-style-type: none"> <li>• Attendance – pupils missing school if they are required to isolate or quarantine</li> </ul>			
<ul style="list-style-type: none"> <li>• Social and Emotional Support – support is needed for pupils to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective and communicate in appropriate ways</li> </ul>			
<ul style="list-style-type: none"> <li>• Lack of fluency and speed when reading and writing</li> <li>• Fluency and recall of number facts</li> </ul>			
<ul style="list-style-type: none"> <li>• Lack of technology limits access to quality remote learning</li> </ul>			

## Teaching and Whole School Strategies

Actions	Intended impact	Cost
<p>A focus on quality first teaching, great teaching and a CPD programme that is linked to the school priorities and gap analysis</p> <p>Rationale: Evidence based approach to improve the quality of teaching and learning</p>	<p>Every teacher is supported and prepared for the year ahead</p> <p>Outcomes improve for all pupils</p> <p>High quality teaching is evident with the key components of great teaching in place in every classroom:</p> <ul style="list-style-type: none"> <li>• Understanding the context</li> <li>• Creating a supportive environment</li> <li>• Maximising opportunity to learn</li> <li>• Activating hard thinking</li> </ul>	<p>CPD</p>
<p>Each year group has a curriculum map which includes missed learning in core subjects</p> <p>Rationale: Baseline assessments highlight gaps in knowledge, understanding and skills. These are a result of information either not being taught, having forgotten or 'rusty' following school closures.</p>	<p>Opportunities are identified to include any missed learning throughout the year</p>	<p>CPD</p>
<p>Whole school pira/puma and writing assessments are undertaken as a baseline and then termly</p> <p>Effective diagnostic assessment is in place, teachers are able to identify gaps in learning and trends</p> <p>Rationale: To establish gaps and lost learning in order to successfully plug the gaps using the catch up curriculum</p>	<p>Gaps in learning are identified</p> <p>Lost learning and rusty learning is identified</p> <p>Diagnostic assessments are rooted in classroom practice and retrieval exercises are embedded</p>	<p>CPD</p>
<p>Effective remote learning is in place, a continuity of learning plan is in place which plans for a range of scenarios</p> <p>Staff are trained to deliver high quality remote learning for pupils</p> <p>Resources are purchased in order for high quality remote learning to be delivered – webcams, microphones, visualisers, bubble closure boxes</p> <p>Prepared packs for pupils to take home including a pencil case with writing tools and exercise book</p> <p>Rationale:</p>	<p>Remote learning is integrated into homework from the start of the year</p> <p>There is consistency in learning in the event of pupils isolating or school closure</p> <p>Pupils receive quality feedback</p>	<p>£447.85</p> <p>£131.53</p> <p>£236.85</p>

Resources support the teaching of remote learning		
Support is in place for an Early Career Teacher A school mentor is assigned to support the early career teacher Rationale: Entitlement for ECT to give dedicated time and support to enable them to thrive in their chosen profession	The Early Career framework is followed, and training delivered to the early Career Teacher Mentor is trained to support early career teacher	CPD/Training
<b>Total Cost</b>		£816.23
<b>Allocated cost from catch up Grant</b>		£816.23

## Targeted Strategies

<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
School are registered for the Nuffield Early Language Intervention Rationale: Evidence based approach to support oral language skills	Oral language and early literacy skills improve in early years Develop vocabulary, listening and narrative skills and phonological awareness	CPD
Targeted small group tuition through planned interventions are led by teaching assistants throughout school and after-school List of interventions: Number sense, 1 <sup>st</sup> class @Number, Precision Teaching, Write from the Start, Rapid phonics, catch up phonics Rationale: Gap analysis shows that some pupils have catch up in all areas and will therefore be targeted in an after-school club in order to not miss valuable teaching time in the broader curriculum	Pupils are supported to address gaps in learning through supporting resources and lesson plans with clear objectives Entry and exit data show pupils have made progress Connections are made between out of class learning in the interventions and classroom teaching	5 TA £12.20 PER HOUR for 3 after-school sessions for 22 weeks £4026
Through the National Tutoring programme an academic mentor is identified to work with disadvantaged pupils providing intensive support to close gaps in learning Rationale: As a school in an area of high disadvantage intensive learning support for our most vulnerable pupils from an academic mentor will allow teachers to focus on delivering lessons	Intensive support is given to identified pupils to close the gap	ONCOST ELEMENT IS £3,239.98

<p>The support for SEND pupils is positive and supportive, promoting high standards, positive relationships and access to the best possible teaching</p> <p>The deployment of teaching assistants throughout school effectively supports SEND pupils to be included in QFT in the classroom</p> <p>Nurture staff are deployed to work with pupils with a specific SEMH need and support pupils in the self-regulation of their behaviour</p> <p>Consistent approaches are evident in every classroom which promote the independence of SEND pupils – visual timetables, safe spaces, school expectations and class charter</p> <p>Pupil plans and SFP's are in place for SEND pupils and are focussed around their specific area of need</p> <p>A2E SEND toolkit in place in school to track outcomes for SEND pupils and set targets for next steps</p> <p>Rationale:</p> <p>Evidence based approach to provide SEND pupils with excellent teaching and an entitlement to provision that supports achievement and enjoyment for all</p>	<p>SEND pupils are effectively supported through the acknowledgement of their specific area of need with targeted interventions in place</p> <p>Communication between teachers, parents and specialist professionals is strong</p> <p>SEND pupils are becoming increasingly independent</p> <p>Support is provided for SEMH pupils and specific training is accessed and implemented</p>	<p>eQe £893.16</p> <p>£1350</p>
<p>No Nonsense spelling scheme is purchased to support in Y2-Y6 as pupils are not retaining spelling information</p> <p>Rationale:</p> <p>Baseline writing assessments shows gaps in knowledge and regression for some pupils</p>	<p>Spelling is taught effectively with a clear progression throughout school to support pupils to recognise spelling patterns</p> <p>The kinaesthetic approach helps pupils to acquire the physical memory of the spelling pattern as well as the visual.</p>	<p>£299</p>
<p>Daily fluency in maths lessons are incorporated into the timetable to improve mental maths skills as these have become rusty</p> <p>No Nonsense number facts are purchased to support the teaching of number facts in Y1-Y6</p> <p>Rationale:</p> <p>Baseline assessments show fluency in number is a limiting factor in mathematics</p>	<p>Pupils become fluent in the fundamentals of mathematics</p> <p>Pupils reason mathematically and can solve problems</p>	<p>£299</p>
<p>Bug club is purchased to support remote learning from home for pupils to access online reading resources</p> <p>Rationale:</p> <p>Effective literacy program which is designed to support the effective and engaging teaching of reading</p>	<p>Reading support is consistent throughout school and pupils can access online reading materials from home</p>	<p>£665</p>
<p>Resources are purchased to help with increasing strength in muscles used for writing</p> <p>Rationale:</p>	<p>Writing stamina improves</p>	<p>£17.98</p>

Due to school closure writing assessments have shown that writing stamina has significantly reduced		
	<b>Total Cost</b>	£10,790.12
	<b>Allocated cost from catch up Grant</b>	£10,790.12

<b>Wider Strategies</b>		
<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
<p>Provide a greater focus on social, emotional and behavioural needs through a rich PHSCE curriculum and daily team time</p> <p>PSHE is embedded in the newly revised behaviour policy and implemented throughout school</p> <p>Implement and deliver a social and emotional learning curriculum throughout school using the EEF guide and audit tool which includes the 5 core competencies – self-awareness, self-management, social awareness, relationship skills, responsible decision making</p> <p>Rationale: School closures has impacted on pupil’s social, emotional and behavioural needs</p>	<p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>Increase positive pupil behaviour, mental health and well-being, and academic performance.</p>	<p>CPD</p>
<p>Review channels of communication for parents – purchase parent mail</p> <p>Ensure communication is effective and accessible for all parents</p> <p>Staff are able to communicate with all parents should school close – mobile phones are purchased for each staff member</p> <p>Class mailboxes are created for class teachers to communicate directly with parents delivering positive personalised messages to parents regarding pupils</p> <p>Rationale: Partnership with parents is enhanced through clear communication, parents are able to support pupils effectively</p>	<p>Parents are fully informed and able to support pupils</p>	<p>£1579</p> <p>£222.72</p>
<p>Safeguarding Champion has a focus on safeguarding and attendance with support from the admin assistant to ensure follow up calls, letters, isolation materials are distributed in a timely manner</p> <p>School is represented at all meetings between external professionals and families</p>	<p>Strong links between school and home are maintained</p> <p>Attendance levels are as strong as they can be and support for pupils not accessing school is evident</p>	<p>£1,193.50</p> <p>1 hour @ £10.85 per</p>

Rationale: To ensure volume of absences increased by covid-19 does not impact on pupil access to learning	Strong links are made between school and external professionals to ensure support for families is effective Non-attendance is followed up robustly	hour including oncosts for 5 days per week for 22 weeks
<b>Total Cost</b>		£2995.22
<b>Allocated cost from catch up Grant</b>		£2995.22

<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
Teaching and whole school	£816.23
Targeted	£10,790.12
Wider	£2995.22
<b>Total</b>	<b>£14,601.57</b>
<b>Allocation</b>	<b>£16,800</b>