

Catch-Up Premium Strategy: Gade Valley Primary School



School information			
School	Gade Valley Primary School	Total number of pupils	221
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £16,440

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
B.	Approaches to learning which focus on the need to return to a regular pattern of work.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

Summary of Expected Outcomes	
A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.
B.	By end of Autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention.
C.	Any gaps in academic attainment and learning behaviours that have been reduced. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.

Summary of Catch-up Strategy

STRAND 1: TEACHING STRATEGIES						
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Estimated Cost
Transition support	Transition days for Years R-6 3/9/2020 & 4/9/2020.	All classes Individuals requiring additional support	This will have a significant impact on the mental health of the pupils and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff will build trusting and respectful relationships with pupils quickly to enable successful learning.	DB	Learning walks, tracking attendance and discussions with staff to ensure every pupil has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans.	
Recovery curriculum	Recovery Curriculum Years 1-6. EYFS focus on prime areas to ensure pupils are ready for their next stage of learning. Training in English and Maths to deliver the curriculum.	All classes	Pupils will 'catch up' learning missed without missing expectations of their current year group. No further gaps created.	GVW LK DB	SLT to construct curriculum and to ensure this is being utilised during the initial return period. This will be regularly monitored.	
Whole class guided reading	Development of whole class reading approach through quality CPD and focused monitoring. Purchase sets of reading books. Purchase 'cracking comprehension' for whole class teaching.	All pupils in KS1 and KS2	Pupils will have developed their enjoyment of reading and decoding skills through having access to quality books. Pupils will have developed vital comprehension skills through enhanced whole class teaching.	LK GVW DB AK JS	Through the monitoring cycle, pupil progress meetings and pupil voice.	£2000

Development of core skills	Purchase CGP books (focusing on maths and reading) for intervention support and home learning.	All pupils in Years 2-6	Pupils will have improved key maths and comprehension skills through the use of targeted questions. Pupils will develop skills with home learning.	AK LK		£1100
Total budgeted cost for Strand 1						£3100

STRAND 2: TARGETED SUPPORT						
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Estimated Cost
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention. Increase hours of support staff to deliver interventions.	Pupils across the school identified in pupil progress meetings as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly – especially helping pupils to be working at the expected year group level and making expected key stage progress.	DB JS LK AK GVW	End Point assessments Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£7,500
After/before school interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours Targeted Pupils to arrive early to complete learning tasks	Pupils in Years 4 to 6 identified as needing support in English and/or Maths.	Children will have targeted support outside of school hours to enable gaps in learning to close and accelerated progress to be made.	GVW DB	End Point assessments Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£2,400

Holiday Interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours	All pupils in Year 6.	Children will have targeted supported outside of school hours to enable gaps in learning to close and accelerated progress to be made.	GVW	End Point assessments Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£1,100
Support for social, emotional, mental health	Interventions (1:1/small group) Resources (where required) Staff training	Pupils from across the school identified as requiring support	Pupils' individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	AK DB	Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	£750
Total budgeted cost for Strand 2						£11,750

STRAND 3: WIDER STRATEGIES

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Access to technology	Purchase of extra devices so that pupils can complete Accelerated reader quizzes regularly.	Pupils in KS2	Pupils will be motivated to read more regularly. AR data can be used to enhance delivery of targeted teaching.	DB	Pupil Progress Meetings AR data	£1000	
Pupil Resources	All pupils to be able to access curricular activities by having a full range of stationary and learning resources	All pupils	Pupils make progress in all curricular lessons by being fully resourced. Learning time maximised. Remote learning is inclusive.	DB	Pupil Voice Learning Walk	£500	
Class Cover	In the event of a teacher's absence. Existing school staff will cover to minimise disruption (and transmission) and maximise learning. Class teacher, if possible, will deliver remote lessons.	All pupils	Learning opportunities will be maximised. Pupils settled in existing routines. Improvement in behaviour and reduction in pupil anxiety.	DB	Targeted monitoring		
Parent Interaction	Purchase and promote 'Marvellous Me' – an app that develops positive interaction with parents. Development of social media presence to promote learning.	All pupils	Reduction in face-to face interactions. School community better informed about pupils' learning.	DB	Regular monitoring of postage and usage.	£250	
Total budgeted cost for Strand 3						£1,750	