

SUMMARY INFORMATION

Total number of pupils:	300	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£24,981		

STRATEGY STATEMENT

At The Grange, we want our children to flourish and to gain every opportunity to live fulfilled lives. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspects of school life.
 “Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Our school priorities for use of catch-up premium are:

- Stamina in writing
- Comprehension in reading
- Phonics and Spelling
- Year 6s 20/21 preparation for secondary transfer
- Mental Health and well-being of all students

The core approaches we are implementing are:

- Training and coaching for staff to improve their pedagogy of learning and practice in the classroom (Learning Walks Rosenshine's Principles of Effective Learning and 7 lenses)
- Investment in Badger Learning chapter books; CGP Catch-up Essentials books for every pupil; Discovery Education PSHE Curriculum
- OUP School Improvement Pathways subscription; OUP Wordsparks books; Catch-up Tutoring in the spring and summer term for those children who, despite quality first teaching, are still falling behind
- Jane Considine spelling, reading, and writing resources

The overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

STRATEGY STATEMENT

Teaching:

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support:

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback:

Assessment information can help teachers determine how to support their pupils most effectively. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other schoolstaff to provide effective support.

Wider Support:

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Limited engagement from some vulnerable students' parents – attendance at school.
B	A small minority of pupils do not have access to online learning at all or produced work that was of very low quality. A small minority of pupils did not return immediately to school in September and therefore have even more catch-up to do.
C	Some pupils have had a limited access to reading material during the summer term and therefore, their reading ages, may be lower than expected at the beginning of the autumn term 2020.

ADDITIONAL BARRIERS

External barriers:

D	Some pupils have limited space and facilities for home learning, including access to IT facilities.
E	Deprivation in terms of cultural capital. Pupils do not have a wide range of experiences beyond the school day and exposure to high texts. Some parents do not have high enough aspirations for their pupils.
F	Some parents have limited language/literacy skills to support their children

Quality of teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	Staff lead	When will you review this?
Training for all teachers to improve pedagogy using Teaching Learning Walks and remote Learning observations	Quality first teaching ensures vast majority of pupils do not require any longer-term interventions in order to catch-up or close the attainment gap	<p>Teachers are best placed to know children's weaknesses and put in place specific actions to support them</p> <p>A strategy that improves the quality of teaching across the whole school will have wide ranging impact on teaching and learning beyond Covid-19</p>	<p>Lesson observation – recorded</p> <p>Book looks</p> <p>Discussions with pupils and staff Appraisal target</p>	<p>OUP School Improvement Pathways: £500</p> <p>Training costs included in purchase of reading, writing, and spelling schemes detailed below.</p>	LiLT	Termly through appraisal process, monthly through booklooks and through the PM cycle
Training and support for teachers to provide high quality (and where possible, immediate) feedback to pupils on their work, including support to use metacognitive strategies to organize independent learning	<p>All pupils understand how to improve their work and are able to organise their learning effectively, whether at school or at home</p> <p>More pupils accessing remote learning when needed and completing work to a high standard</p>	<p>Metacognitive strategies are proven to increase pupil progress significantly teaching pupils to manage their own learning well will support them throughout their lives</p> <p>Well-timed and verbal, where possible, feedback is proven to increase pupil progress significantly</p>	<p>Book looks</p> <p>Discussions with pupil</p> <p>Data related to remote learning access and quality of work produced</p>	<p>Training costs included in purchase of reading, writing, and spelling schemes detailed below.</p>	BB	Termly through appraisal process, monthly through booklooks and through the PM cycle

Small group/1-1 tuition in Spring 2 / Summer term for those children who, despite high quality class teaching, are still falling behind expectations	All children on target to achieve at least in line with their KS1 results	Carefully planned and well timed 1- 1/small group interventions can have significant impact on pupil progress. However, we believe it is important to allow children to have the opportunity to progress without this, before placing them in small groups where they will either have an extended school day or missing other areas of the curriculum	Internal data and assessment results Book looks Additional catch-up teacher 2-5 days a week (31 weeks) to deliver 1- 1 or small group catch up programme Teachers/TA to deliver interventions before school	Catch-up Teacher: £15,376 CGP Catch-up Essentials: £3379 Badger Learning chapter books: £943	HT/LILT	Pupil Progress meetings Data checkpoints
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Total budgeted cost: £20,198

Targeted support

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?		Staff lead	When will you review this?
PE teacher who delivers PE to release teachers to deliver targeted interventions/pupil conferencing	Gaps closed between Disadvantaged and not. Data will identify a gap of < %	Teachers are best placed to know children's weaknesses and put in place specific actions to support them	Monitoring staff use of time. Tracking children through internal tracking systems Book looks Discussions with pupils		LiLT	During Pupil Progress meetings and book looks weekly
Purchase of specific intervention programmes and resources to be used with children at risk of falling behind e.g., Discovery Education curriculum; OUP Wordsparks books; The Training Space (Jane Considine) resources on		Through advice from other colleagues in other schools EEF toolkit Evidence of impact was recorded.	Monitor the use of the programme. Tracking children through internal tracking systems Book looks Discussions with pupils	Discovery Education £695 OUP Wordsparks books: £3945 The Training	SENDCo and LiLT	Termly data checkpoints and at the end of each sessions timed interventions.

Transforming the Teaching of Spelling, Reading & Writing as well as assessment cards to track progress)				Space - Reading: £229 Writing: £230 Spelling: £127		
Total budgeted cost:						£5,226

Other approaches						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?		Staff lead	When will you review this?
Purchase of devices and internet for families and for pupils to use in school	Pupils (particularly those identified as disadvantaged) are confident using IT under all circumstances	Whilst we do not know if there will be another lockdown for schools or how many classes will be required to self-isolate, devices can be used to enhance the learning within school and pupils can develop their confidence and skills using them. In the event of remote learning being used, pupils who have immediate access to devices and are comfortable using them, are more likely to access work	Monitoring data and engagement for those pupils who are allocated devices		SBM	Termly
					Total budgeted cost:	£0
					Grand total:	£25,424

ADDITIONAL INFORMATION

Academic barriers:

When producing this report, the school consulted the following things to inform decisions:

- Evidence from the EEF
- Results of staff and pupil consultation regarding engagement with remote learning and access to devices
- School context data
- Analysis of attendance records
- The Sutton Report
- Up to date Gov research and requirements