

SUMMARY INFORMATION

Total number of pupils:	218 plus Nursery children	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£17,440		

STRATEGY STATEMENT

Overall priorities for the school

- To ensure that no gaps are created as a result of covid closures.
- To ensure the Well-Being of our children and community is a high priority.
- To ensure a balanced curriculum that meets the needs of our children.

Core approaches

- Whole school approaches that benefit all children.
- Class and phase additional support to benefit cohorts of children.
- Small group intervention to benefit individual children

Overall aims

- To reduce the attainment gap between disadvantaged pupils and their peers in key year groups (Reception, Year 2 and Year 4).
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures (with a focus on Year 4-6).

Barriers to learning

Link to Ofsted Report:

- Improve the quality of teaching, learning and assessment, including in the early years by making sure that:
 - i. teaching is matched to pupils' needs and supports them to make good gains in their skills and knowledge in all curriculum subjects
 - ii. assessment information on pupils' outcomes is accurate
 - iii. teachers use assessment information effectively to identify and address gaps in pupils' learning
 - iv. the teaching of reading enables pupils to develop the skills and knowledge they need to read accurately and understand what they read
 - v. teaching supports pupils to apply their knowledge of grammar, punctuation and spelling and routinely produce writing at the standard of which they are capable
 - vi. all aspects of the mathematics curriculum are taught effectively and pupils deepen their understanding of key concepts
- disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities receive the support they need to overcome any barriers to learning.

Other

- There are gaps between PP and non-PP children in Reception, Year 2 and Year 4
- Age Related Expectations (ARE) across Reading, Writing and Math's in Year 5 and 6 are low.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Spoken English is poor overall
B	Ability to reason and problem solve
C	Reading is not seen as a high priority for accessing all areas of learning

ADDITIONAL BARRIERS

External barriers:

D	Persistent absenteeism
E	Access to IT at home

Planned expenditure for current academic year

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?	Staff lead	When will you review this?
High quality CPD for all teachers that includes well-being for all and catch up for children.	Children do not fall behind academically Behaviour does not deteriorate Well-Being is high for staff and children	The school has historically had low KS2 results with a decline starting from Year 3. Mental Health and Well-Being is a key safeguarding trigger for the school and has been for the past few years.	Follow up of CPD in subsequent meetings, in learning walks and across books in the school.	SLT	Informally: Weekly through SLT meetings. Formally through half termly AAG report.
Timetables that reflect our priorities: Inclusion of daily Reading for Pleasure session for 30 minutes daily for Year 1-6, the Daily Mile for KS2 and planned Well-Being afternoons plus additional time in Collective Worship for this.	Positive well-being for children Greater love of books and reading for pleasure Greater levels of stamina for exercise	A lot of our children do not have outdoor spaces to use when at home. Mental Health and Well-Being is a key safeguarding trigger for the school and has been for the past few years. Reading for pleasure and children choosing to read books, no matter what genre, has been a school priority and continues to be.	Monitoring of timetables via learning walks Speaking to children and teachers	SLT, English and PE lead	Informally: as needed through learning walks and feedback Formally through half termly AAG report.
Total budgeted cost:					£500

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?
Additional support in EYFS including delivery of the Nuffield Early Language Intervention (NELI) and another TA.	Closing of the gap between PP and non-PP children.	Children in EYFS historically come in with low baselines. This years Reception cohort has high SEN need. The baseline gap between PP and non-PP children is already apparent – this has not been the case previously.	Support and training for staff delivering interventions. Regular feedback to improve	EYFS Lead	Informally: weekly via learning walks Formally: termly via data collection.
Additional Interventions across KS2 Done by employing a part time or full-time teacher to release the class teacher to deliver interventions.	Targeted children and small groups of children will catch up to ARE in a range of subjects. There will be a closing of the gap between PP and non-PP children in Year 4.	KS2 data (Year 6 SATS) has been well below national for the last 3 years. Both year groups have high PP, EAL and SEN. Year 4 has gaps between PP and non-PP children across all 3 subjects - R: 8% W: 20% M: 10% Year 5 has low ARE across all subjects. R: 62% W: 49% M: 57% Year 6 has low ARE across all subjects. R: 65% W: 65% M: 60%	Interventions are planned and evaluated by CT and planning and evaluations are monitored by SLT. They take into account gaps in learning and key areas for catch up as identified by ML in the summer term.	Inclusion Lead/SLT	Informally: weekly via learning walks Formally: termly via data collection.
				Total budgeted cost:	£14,500

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?
Additional PE coach midday meal supervisor.	<p>Children will play purposefully at lunch times.</p> <p>There will be minimal behaviour issues at lunchtime</p> <p>Lunchtimes will be safely and calmly supervised</p>	Children have come back and lunch times are not as settled due to less staff supervising bubbles at lunch and zones not used due to covid RA.	<p>PE coach will use the stadium so children have a choice of activities.</p> <p>Clear expectations for all MMS (including PE coach)</p> <p>Information communicated well with staff and children</p>	DHT	<p>Informally – weekly</p> <p>Formally – through appraisal</p>

<p>Provide devices for families who do not have them at home to support home work and any home learning needs due to bubble or local closures (the cost of this will be from the DfE funded devices).</p>	<p>All families will be able to access homework and home learning via various platforms including Microsoft Teams.</p>	<p>65 families returned information about their lack of IT/devices at home to support their child. 32 of these are FSM families who will need to be prioritised for device loans in the event of bubble closure or lockdown.</p> <p>Many families have more than one child and do not necessarily have multiple devices,</p>	<p>Families will sign agreements about the usage of the device and its return.</p> <p>Monitoring of homework and home learning will pick up those not using their devices for the right purpose. During lockdown engagement in home learning was as follows:</p> <p>Nursery: 25% in (but many parents have noted that self-care routines and potty training are going well)</p> <p>Reception: 70%</p> <p>Year 1: 75% (8/21 in school from 29/6/2020)</p> <p>Year 2: 80%</p> <p>Year 3: 50% (6 children in Bubble A – vulnerable)</p> <p>Year 4: 50% (22/38 children in school)</p> <p>Year 5: 50% (teacher signed off sick so home learning being set by other staff.)</p> <p>Year 6: 70% (17/27 in school)</p>	<p>SLT/class teachers</p>	<p>Informally – weekly or daily by CT</p> <p>Formally – at end of any lockdown period</p>
<p>Total budgeted cost:</p>					<p>£2,440</p>