

Catch Up Premium Strategy Plan

Summary information			
School	Denham Green E-ACT Primary Academy		
Academic Year	2021-2022	Total budget	£8265
Total number of pupils	210	Date for next internal review of this strategy	July 2022

1. Barriers to future attainment & progress due to COVID-19

In-school barriers *(issues to be addressed in school)*

A.	Gaps in learning / core basic skills.
B.	Resourcing available to address gaps via small group/individual intervention.
C.	CPD to develop and embed 'Mastery' level Quality First Teaching across the Academy.

2. Outcomes

	Desired outcomes	How they will be measured
A.	Tier 1: Ensure Quality First Teaching is consistent across the Academy.	Using Rubric to regularly monitor teaching and learning across the Academy.
B.	Tier 2: Identify small groups / pupils to targeted academic support, and implement.	Using the termly data-drops and the 1-4 Assessment scale, monitor how effectively the targeted children are learning the intended curriculum.
C.	Tier 3: Wider Strategies: Develop core basic skills for reading (KS1) and Maths .	Both resource packages provide data tracking for impact of use, and also we can track impact on learning via Termly data-drops.
D.	Tier 3: Wider Strategies: To ensure all pupils who are willing to engage with online booster sessions remotely have the appropriate hardware to support this.	Student/Parent questionnaire on which families need access to the necessary resources.

3. Planned expenditure - Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Evaluation
To ensure that 'Quality First Teaching' is consistent across the Academy.	Staff CPD around the different strands of the Rubric, focused on the 'Mastery' level; regular monitoring of teaching and books. CPD to be bespoke and delivered via E-ACT/Walkthrus specific to Rubric strands.	2 years of disrupted learning have meant pupils have gaps in learning; by embedding QFT, this is the first wave of intervention to ensure pupils can learn the intended curriculum, with scaffolded support as appropriate.	Robust monitoring cycle, including more in-depth look at books by SLT regularly, and using the Rubric standards, planning appropriate CPD as a result of monitoring.	CN / BH	Half-Termly	
Total budgeted cost						n/a

4. Planned expenditure – Targeted Academic Support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Evaluation
Implement remote 'catch-up' lessons for pupils to address gaps in learning.	Remote booster sessions offered for all pupils from Years 2-6, after school, via TEAMS, delivered by E-ACT teachers. Alternate Maths and English, using previous year's objectives.	Although we had a good take up (approximately 80%) to our remote learning in the Spring Term last year, there are children that didn't engage, and still have gaps.	Offer resources for (targeted) pupils that may need access to devices. Track participation rates.	BH	Termly	
Close the gap between reading and actual age for most disadvantaged pupils.	To implement 'Lexia Core 5' as a Reading intervention across Years 1-6.	Reading age analysis across all classes shows where the gap between real age and reading age is greater than 6 months.	The Lexia Core 5 allows analysis of pupil progress.	JA	Termly	
Total budgeted cost						£4,450

5. Planned expenditure – Wider Strategies						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Evaluation
To ensure children have a broad range of reading materials linked to their phonic level.	Subscription to 'Bug Club' gives children access to e-books; Implementation of Little Wandle 'Letters & Sounds' including guided reading books matched to specific phases.	'Bug Club' allows teachers to assign specific e-books (based on the phonic stage of the pupil) to pupils.	Reading lead to monitor phonics as part of Subject Leader monitoring; GRD to hold Academy accountable; phonics screening.	JA	On-going	
Develop core basic skills in mathematics across the Academy.	Subscription to 'Mathletics': can be used for setting homework, used by teachers as a resource to support learning and enhance mastery, and used for small intervention to develop core basic skills.	Although we had a good take up (approximately 80%) to our remote learning in the Spring Term last year, there are children that didn't engage, and still have gaps.	Subject Lead can track impact of small intervention; teachers can track engagement with homework activities.	SP	Termly	
For most vulnerable pupils to have the necessary hardware to engage with remote catch-up lessons from home.	Reimaging of laptops donated to the school; where necessary, redeploy DfE laptops from previous year to most vulnerable pupils; purchase additional devices if needed.	Previous year data-drop has identified groups pupils that need additional catch-up to address gaps in learning; these sessions will be run by the Trust, but pupils will need access to devices as all sessions will be remote form home.	Parent questionnaire to find out which children need devices; prioritise those with largest gaps / disadvantaged.	CN	October Half-Term	
Total budgeted cost						£3815 (BC 1350 Mathletics 1134)
Grand Total						£8265