

Catch Up Premium Strategy Plan

Summary information			
School	Denham Green E-ACT Primary Academy		
Academic Year	2020-2021	Total budget	£15,040 (£3,760 first release)
Total number of pupils	196	Date for next internal review of this strategy	July 2021

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

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

A.	Correct infrastructure for teachers to set and track work, and for pupils to access online learning in event of self-isolation or class/local/national lockdown.
B.	Opportunities to catch up on lost learning whilst covering current curriculum for academic year.
C.	Lack of staffing to offer support / interventions in school.

2. Outcomes

	Desired outcomes	How they will be measured
A.	Identify cohort gaps / curriculum gaps.	Using standardised tests / teacher assessment to identify key areas of lost learning.
B.	Identify small groups / pupils to target for specific catch-up intervention, and use funding for 1:1 / small group tuition via National Agency.	Look at progress made from year-start to year-end to monitor / track effectiveness of intervention.
C.	Ensure all teachers as well as children have the necessary infrastructure to access online learning.	Track via the Virtual School which pupils need which infrastructure (e.g. devices, connectivity) and provide necessary resources.
D.	Provide resources for all pupils to allow them opportunities to revise/review lost learning from previous academic year.	Class Teachers to track completion of work in resource books weekly.

July 2021

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
Identify gaps in learning for cohorts / individual pupils	Subject-specific assessments (standardised where appropriate) to identify areas which have been forgotten or misunderstood, or pupils likely to require additional support.	To identify additional planning needs for each cohort regarding curriculum coverage, and also where targeted support / intervention at an early stage will benefit catch-up.	Moderation of assessments to ensure consistency in assessment	CN	Oct 2	Each class used a range of formative and summative assessments in school to identify target areas of lost learning; planning then adapted to address gaps. There will still be gaps – National E-ACT catch-up lessons for 2021-2022 to help target these areas further.
For the Academy to have the necessary infrastructure to be able to teach Phonics in smaller targeted groups for catch-up	Three new laptops to enable support staff to deliver the same phonics lessons as the class teachers, but in smaller streamed groups within each bubble.	We are still missing a few laptops for each adult with teaching responsibility for phonics to be able to access lessons online with their groups.	Monitoring of phonics is on the half-termly monitoring timetable, and KS1 lead has 1x leadership day out of class to monitor and support EY and KS1, with Phonics being her subject of leadership.	BH	Mar 21	Laptop purchased and KS1 classes split into smaller groups within their bubble for academic year: Y1 achieved 76% in Phonics Screening Check
Total budgeted cost						£700

4. Planned expenditure - Curriculum						
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
ALL pupils to have access to learning catch-up / revise/review previous lost learning.	Purchase sets of textbooks for Reading, Mathematics, GPS so that all pupils have access to extra-curricular resources (textbooks linked to key objectives from previous year) to benefit catch-up; CGP provide 'catch-up' bundles.	Pupils can work on these books at home to revise prior learning / catch-up on lost learning / can also be used if going into class/local/national lockdown.	Class Teachers to set and monitor work weekly – communicate with parents via class dojo. Evidence of completed work to be uploaded to dojo portfolio for teachers to check.	Class Teacher	Jan 21	Books purchased and distributed December 2020 – children given reward for returning completed. High rates of completion.
Total budgeted cost						£1538

5. Planned expenditure – Targeted 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
Children identified as having fallen behind the most to show accelerated progress by the end of the academic year.	Targeted small group tuition from class teachers in Years 1-5 (Year 6 will receive Summer Catch-Up via Secondary Schools) £950	Timetable already full; reduce additional teacher workload and to alleviate compromising curriculum subjects too much, to offer targeted support.	Observations of sessions. Progress data. Pupil / Parent voice.	CN/JA/CW	Feb 21	Teachers ran catch-up lessons in Years 1-5 Summer Term. Pupil voice, evidence in books and teacher assessment demonstrate that gaps in learning are closing.
Most disadvantaged pupils/pupils with the largest gaps in learning make accelerated progress.	1:1 Tuition for children most in need of intervention / those who had the least engagement in work during lockdown (disadvantaged) £2750	With the timetable being so packed as it is, to reduce additional teacher workload and to alleviate compromising curriculum subjects too much, to offer targeted support.	Observations of sessions. Progress data. Pupil / Parent voice.	CN/JA/CW	Feb 21	Y5-6 pupils had 1:1 Maths tuition via NTP. Pupil voice, evidence in books and teacher assessment demonstrate that gaps in learning are closing.
To have the necessary hardware for additional catch-up lessons to take place during the day.	Allocate three laptops to each class from our DfE allocation so that teachers and/or support staff can deliver catch-up lessons during the day	Spring data-drop has identified groups of 10-12 pupils that need additional catch-up to address gaps in learning, and teachers need the infrastructure to deliver these.	Summer data-drop data QA of sessions	CN/JA/BH/ SP	June 21	Laptops allocated: Y1 and Y5 running additional catch-up lessons in curriculum time (Y2-4 after-school)
Total budgeted cost						£3,700

6. Planned expenditure - Other approaches						
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
All teachers to have the necessary hardware to be able to effectively model the learning in event of lockdown / developing symptoms.	By purchasing a visualiser for each class, as well as graphics tablets for each phase, this allows the teacher to model on a board and for children to be able to see what the teacher is modelling. Visualisers x 7 £525 Graphics Tablet x 3 £225	Teacher voice: of the teachers delivering live learning in the lockdown, 80% struggled with the modelling aspect due to poor infrastructure.	Tracking completion rates for pupils absent from school; there will be a spreadsheet for each teacher to complete for work submitted via dojo portfolio; teachers will be setting the work, checking completed work and also contacting parents where work is not completed.	BH	Feb 21	Visualisers for each classroom purchased and being used, as well as 3 graphics tablets; no school/class bubbles had to lockdown in 2021 Spring / Summer Terms
All children to have access to online reading books.	Purchase 'Bug Club' whole-school pro independent annual membership – access to over 450 banded books which can be read online. £1,398	To avoid pupils handling and swapping books, this is an alternative which still allows pupils to access levelled reading books, and for teachers to monitor reading.	As 'Bug Club' is all online books, teachers can track when books have been read / set books by ability/band level, and when pupils need to move up.	JA	Jan 21	Bug Club purchased and being used successfully in place of physical books

<p>To improve resourcing for the outdoor area in Early Years - evidence of children's outdoor learning to improve mental health as a consequence of so much time spent indoors.</p>	<p>Improve outdoor learning resources & develop this provision £5959 Purchase tablets to allow all staff in EY to be able to capture evidence of outdoor learning to be able to build full picture of their learning experience £1000</p>	<p>We found our EY pupils mental health (as a result of being indoors and limited to more indoor learning due to lockdown) has suffered; need to develop outdoor provision to ensure more evidence of outside learning.</p>			<p>EY order has arrived in stages – late in Autumn Term, so will be ready for September. Ipad still not arrived.</p>
Total budgeted cost					£6,959
Grand total budgeted cost					£15,040