

## Reedswood E-ACT Primary Academy Catch Up Premium Strategy Plan

| Summary information           |   |   |  |
|-------------------------------|---|---|--|
| <b>School</b>                 | Reedswood E-ACT Primary Academy         |   |  |
| <b>Academic Year</b>          | <b>2020/21</b>                          | <b>Total budget</b>                                   | £32,640                                |
| <b>Total number of pupils</b> | <b>408 – excluding nursery and twos</b> | <b>Date for next internal review of this strategy</b> | Termly Review (last week of each term) |

| 1. Barriers to future attainment & progress due to COVID-19  |   |
|--|---|
| In-school barriers <i>(issues to be addressed in school)</i> |   |
| <b>A.</b>  | Pupils have not been using English at home during the lockdown period and have lost a significant amount of skill in speaking aloud, decoding and using phonics to support reading<br><br>(R,Y1 and Y2 –phonics & whole school reading comprehension) |
| <b>B.</b>  | Attainment and progress in mathematics. Limited opportunities at home to practice every day mathematics ( gaps in subject knowledge – approx. 6 months)   |
| <b>C.</b>  | Attainment and Progress in Writing as at home limited sustained writing opportunities. EAL barrier – linked to spoken language Mirpuri  |
| <b>D</b>   | Emotional well-being of all pupils on return after lockdown , but with specific families/pupils needing additional support  |

| 2. Outcomes |   |   |
|-------------|---|---|
|             | Desired outcomes  | How they will be measured   |
| A.          | Pupils make accelerated progress, catch up sessions and 1:1 close the gaps and pupils can access the curriculum   | Assessment at the start of programme of support/baselining, ½ termly checks and end of term assessment. |
| B.          | Pupils make accelerated progress, catch up sessions and 1:1 close the gaps and pupils can access the curriculum   | Assessment at the start of programme of support/baselining, ½ termly checks and end of term assessment. |
| C.          | Pupils make accelerated progress, catch up sessions and 1:1 close the gaps and pupils can access the curriculum   | Assessment at the start of programme of support/baselining, ½ termly checks and end of term assessment. |
| D.          | Additional Forest schools take place on a weekly basis. Our recovery curriculum monitors and addresses individual pupils needs. Well-being is improved for targeted pupils through play therapy, forest schools and anger management sessions | Assess at the start and end of the programme of support. Feedback /review of individual sessions.       |

| 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      | Review Comments   |
| Children make accelerated progress and begin catch up. Gaps are closed. | To deliver high quality mathematics, reading, phonics and EYFS language sessions small group intervention sessions | Gaps identified and research EEF                    | Employ academic expert - tutor /consultant  | External Tutor/Consultant | End of each term | Consultant/tutor appointed – worked with groups of pupils and one to one tutoring – Aut Term. Impact shown – re: maths and reading (checks, mini assessments & QA MLC with KB) Videos and one to one support. During Lockdown. Lockdown KB – worked with one to ones and small groups – on site |

September 2020

|  |   |   |  |                                      |                             |   |
|--|---|---|--|--------------------------------------|-----------------------------|---|
|  |   |   |  |                                      |                             | <p>and set work google classroom. Maintained – link to key children to ensure progress. EP – phonics support for EYFS, Y1 and Y2 to ensure gaps targeted. Spring Term – KB &amp; EP one to one tutoring – in place from 8 March. See timetable, mini assessment checks, voice of pupil – demo progress, pupil progress meetings and confident pupils, particularly – maths Y4,5 and 6</p> <p>Summer term – end of year – accelerated progress – pupil groups reviewed for Sept for one to ones as significant number of pupils 'caught up' See whole school assessment tracker.</p> |
| <p>Children make accelerated progress and begin catch up. Gaps are closed.</p> | <p>To provide academic tutoring for reading and mathematics<br/>15 mins x3 per week (Y1 &amp;2)<br/>30 mins x3 per week (Y3-Y6)</p> | <p>Gaps identified and research<br/>EEF</p> | <p>Employ academic expert –<br/>tutor/consultant</p> | <p>External<br/>Tutor/consultant</p> | <p>End of each<br/>term</p> | <p>Reading and mathematics tutoring took place<br/>15 mins x3 per week (Y1 &amp;2) EP<br/>30 mins x3 per week (Y3-Y6) HLTAs and KB Y4,5 and 6. Impact – access to learning in class – gaps identified and addressed.</p> <p>As above<br/>Programme in place. EP and KB and HLTAs<br/>See timetable and Impact evident from talking to pupils and feedback from class teachers. Mini</p>   |

September 2020

|                            |  |  |  |  |  |   |
|----------------------------|--|--|--|--|--|---|
|                            |  |  |  |  |  | <p>assessments – good progress made. Impact confidence of pupils reading and accessing text. Discussion to develop comprehension skills – VIPERS. Pre teaching and post teaching – working closely with class teacher has shown maximum impact. one to one pupil gap closing. Strong pupils progress with one to one – see assessment tracker</p> |
| <b>Total budgeted cost</b> |  |  |  |  |  | £15,000...on track  |

#### 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   | Review Comments   |
|---|---|---|--|------------|---------------|---|
| Children make accelerated progress and start to catch up. | To support 'catch up' sessions phonics across EYFS – Y2<br>One to one sessions and small after school groups with phonics leader and phonics lead teacher | Baselining, we identified during Ofsted Covid visit as a need and use of EEF research | Expert to deliver programme. Review half termly – screening at the start of programme and end of intervention. | LT and EP  | ½ term checks | <p>EP – one to one and small groups – phonic screening shows strong progress. Aut data – tracking and analysis. Monitoring by LT and EP – feedback and new groups established. Lockdown EP and EYFS, Y1 Staff – phonics interventions – live lessons. Interventions in school 8 March onwards – EP and LSAs. EP and LT supported teaching of phonics – demo/coaching and mentoring. Afterschool</p> |

|   |  |  |  |           |   |   |
|---|--|--|--|-----------|---|---|
|   |  |  |  |           |   | groups/one to one and/ small groups – monitoring shows some progress (children had forgot SET1 sounds on return)<br>Gaps now closing. Data analysed. New groups established.<br>Strong pupils progress – new one to ones – see assessment tracker   |
| To improve the spoken language ability of children in reception.  | DfE Programme Language Covid catch up – NELI<br>Using targeted funding to close the Covid language gap.  | DfE selected us for pilot – language lost during lockdown EYFS & EEF research language X3 30 minute sessions per week small groups & 2 x15 minute individual sessions each week. | Expert to lead programme using the DfE support and training.<br>Details to follow. Registered for programme 6/10/2020.<br>DfE guidance to follow Jan 2021 start programme. | JK and EP | Review ½ termly                           | EP NELI training and updates shared. EP timetabled to deliver NELI sessions.<br>Reviewed with LT Spring Term.<br>Programme on going Summer Term.<br>Class teachers observed more language used for all children. All children met or made good progress towards their individual targets. |
| All children have access to our virtual offer and complete all homework virtually now and also access daily lessons in case of bubble closure or total lockdown | IT order – tablets £1900 and £400 – IT resource<br>...(changed from laptops (focus y4)<br>To enhance our virtual learning offer and ensure all pupils can access from home. IT equipment for each year group (x4 per year group) | DfE focus area and need for the academy. We identified this during Covid Ofsted visit as an area for catch up funding.   | SLT – LS to lead and feedback ongoing.<br>Use evidence from the closure of year 3 bubble. Impact was strong access rates from 45% - 70%                                    | LS and HL | Review half termly and SLT updates weekly | Changed to tablets Y4 and EAL software due to 100 laptops from DfE. x15 laptops in place summer term.   |
| <b>Total budgeted cost</b>  |  |  |  |           |   | £8,500 (not spent yet)  |

## 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     | Review Comments  |
|--|---|--|--|---------------|-----------------|--|
| Active forms of learning to enable children to practise and master new skills. This includes role play and behavioural rehearsal. Focused time in the school day (or in more 'blended' models) spent developing one or more social and emotional skills. | To support the social and emotional well being of our children through additional forest school sessions after school and holiday club & play therapy sessions during the day | EEF research and emerging needs in the academy – following re opening. Recovery Curriculum Wave 2 links. | NS – SLT lead linked to pastoral team and existing external provider (relation already established with academy) | NS, DG and LB | ½ termly checks | Wave 2 intervention and mental health hub – sessions in place.   |
| Focused time in the school day (or in more 'blended' models) spent developing one or more social and emotional skills.   | Anger management support – self esteem sessions   | EEF research and emerging needs in the academy – following re opening. Recovery Curriculum Wave 2 links. | NS – SLT lead linked to pastoral team and existing external provider (relation already established with academy) | NS, DG and LB | ½ termly checks | 8 children identified ((£45 per pm session x10 weeks ) Supported all pupils as planned<br>8 children identified ((£45 per pm session x10 weeks) Supported all pupils as planned. |
| <b>Total budgeted cost</b>   |   |  |  |               |                 | <b>£1,400 + £3,600</b>   |

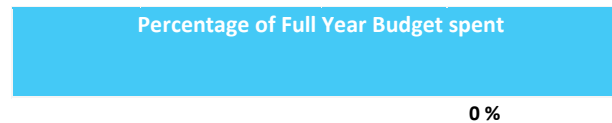
## 6. Planned expenditure - Other approaches

| 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   | Review Comments  |
|--|---|---|--|------------|---|--|
| Practical resources support SEND pupils to access learning – small steps of progress are measured. | To support our vulnerable SEND pupils on return to the academy and virtual and blended approaches for those shielding or working at home. New: EAL resource £400 – Language and Communication. (updated subscription too Sept 21) | EEF research and SENCO evidence from telephone calls and pupil RA | LS a member of SLT to lead implementation and review. SLT review ½ termly. | LS and JK  | ½ termly reviews<br><br>Weekly check ins – SENCO and family | In place summer term lesson observations show staff using additional resources – added to each term to support SEND pupils<br>LS |

|   |  |   |   |           |   |                                |
|---|--|---|---|-----------|---|--------------------------------|
| Visual strategies support pupils to access learning | Use of cognitive and metacognitive strategies to support pupils. | EEF research and SENCO evidence from telephone calls and pupil RA | As above<br>Graphic organisers will be used to organise knowledge, concepts, and ideas. | LS and JK | ½ termly reviews<br><br>Weekly check ins – SENCO and family | To discuss with LS for Sept 21 |
| <b>Total budgeted cost</b>                          |  |   |   |           |   | £4,140                         |
| <b>Grand total budgeted cost</b>                    |  |   |   |           |   | £32,640                        |

Total budget spent: £3685.05 carry forward C19

**C19CATCHUP - C-19 Catch up spend**



| CURRENT PERIOD |             |        |               | YEAR TO DATE |             |        |               | ANNUAL |               |
|----------------|-------------|--------|---------------|--------------|-------------|--------|---------------|--------|---------------|
| Actual         | Commitments | Budget | Left to spend | Actual       | Commitments | Budget | Left to spend | Budget | Left to spend |
| (3,685.05)     | -           |        | 3,685.05      | (3,685.05)   | -           | -      | 3,685.05      | -      | 3,685.05      |

| NOMINAL                                     | ACTUAL             | COMMITMENTS | BUDGET | LEFT TO SPEND   |
|---|--------------------|-------------|--------|-----------------|
| REE1006 Covid Catch Up Fund                 | <u>(32,520.00)</u> | -           | -      | 32,520.00       |
| REE2020 Education Support Staff - Salaries  | <u>19,420.13</u>   | -           | -      | (19,420.13)     |
| REE2025 Education Support Staff - NI        | <u>1,868.42</u>    | -           | -      | (1,868.42)      |
| REE2030 Education Support Staff - Pension   | <u>3,961.68</u>    | -           | -      | (3,961.68)      |
| REE2896 Apprenticeship Levy                 | <u>97.09</u>       | -           | -      | (97.09)         |
| REE4010 Educational Materials (not IT)      | <u>908.95</u>      | -           | -      | (908.95)        |
| REE4135 Professional Services - Educational | <u>1,381.00</u>    | -           | -      | (1,381.00)      |
| REE4140 Subscriptions - Educational         | <u>1,197.68</u>    | -           | -      | (1,197.68)      |
| <b>Total</b>                                | <b>(3,685.05)</b>  | -           | -      | <b>3,685.05</b> |