

Catch-up Premium strategy statement for Glory Farm Primary School

1. Summary information				
School	Glory Farm Primary School			
Academic Year	2020 / 21	Amount of catch-up premium received per pupil	£80	
Total number of pupils	361	Total catch-up premium budget	£29,920	

2. Strategy Statement

Like every school in the country, our children have been adversely affected by Covid 19 in a variety of ways. Although distance learning was provided for all children at Glory Farm Primary School and we made the ambitious decision to facilitate in-school learning for all children during the summer term, the disruption caused by our school closing has had a negative impact on learning and well-being.

Our aim is to support children from all backgrounds that need extra support to return to school and settle back into school life. Children from disadvantaged backgrounds are likely to have been affected particularly severely by Covid 19 but it is our intention to support all children where appropriate. We will be using this premium funding in close alignment with our Pupil Premium spending and to ensure it also meets our broader school improvement priorities. Standards at end of KS2 in 2019 were not in line with the National Average for attainment; this is a whole school priority particularly with the impact that Covid 19 will have had on children's learning.

We will use a variety of strategies which will include:

- Teaching and whole class strategies
- Targeted support around the curriculum (particularly focusing on key skills in core subjects)
- Well-being support (including 1 – 1 art therapy)
- Family support (including parenting support)
- Transition support (planning and providing transition support to ensure children feel comfortable in school and children's strengths and areas for development are shared with colleagues within the primary phase but also the secondary phase)
- Providing electronic devices to support home learning where needed

barriers to future attainment

Academic barriers:

A	Low base line in Reception September 2020: <i>Listening and Attention 50% ARE; Understanding 52% ARE; Speaking 38% ARE; Health and Self-care 50% ARE; Self-Confidence and Self-Awareness 29% ARE; Reading 36% ARE; Writing 24% ARE; Number 26% ARE</i>
B	Children are not resilient in their learning and therefore find it hard to overcome obstacles and face challenges in order to reach or even exceed their potential. This is a life skill we need to take with us into adulthood and has a large impact on academic attainment. It helps children reach for their goals and develop independence in their learning.
C	Some children (particularly the disadvantaged) have not been able to access and engage fully with accessed distance / home learning during school's partial closure and therefore there are gaps in learning. Specific content from the previous year has been missed, leading to gaps in learning.

ADDITIONAL BARRIERS

External barriers

D	Children may have experienced the loss of a loved one or struggled with the loss of familiar routines.
E	Limited access for children outside of school in activities and wider experiences (particularly during Lockdown and later restrictions). This has an impact on low aspirations which therefore has a detrimental effect on pupil attainment.
F	Low attendance in this academic year as parents are hesitant to send their children back to school or children and families are self-isolating, will have an impact on children's progress and engagement with learning.
G	Disadvantaged families do not have electronic devices that their children can use to access both home learning whilst in school (previously called homework) or if a child should need to self-isolate due to Covid 19 but is not poorly.

PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

Teaching					
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 membership to National College	<p>Quality First Teaching will be in place supported by evidence-informed CPD for teachers and support staff</p> <p>CPD will be consistent across the school</p> <p>Expert teachers will develop a broad array of teaching strategies that combined with subject knowledge and knowledge of their children, will positively impact upon learning</p>	<p>EEF – great teaching is the most important lever schools have to improve outcomes for their children.</p> <p>EEF – providing opportunities for professional development on whole class teaching is likely to be valuable.</p>	<p>Senior leaders review termly the CPD being offered</p> <p>Centralised record of CPD being accessed by all staff</p> <p>Focused learning walks / professional dialogue around CPD undertaken</p> <p>Peer support provided within year groups to ensure CPD being put into practice in the classroom and developed further</p>	JM / FB / AW	February 2021
Purchase <i>Sir Linkalot</i> app	<p>Children will be engaged in learning tricky spellings and want to practice regularly</p> <p>Children's spelling will improve across the curriculum</p> <p>Children will care about their spellings and want to edit and check their writing</p> <p>Teachers will have a wider variety of teaching tools to use</p>	<p>UK Dyslexia Association recommend for use with Dyslexic children – therefore this is good for all children</p> <p>Ruth Miskin (Read, Write, Inc creator) recommends this app</p> <p>Children need to be encouraged to practice spellings more regularly – this fits are retrieval practice vision</p>	<p>Teachers will use as a teaching tool</p> <p>Pupil Voice – considering how children feel about spelling</p> <p>Book Looks termly by English Lead</p>	EW	February 2021

	both within the classroom and to support home learning				
Purchase chrome books for disadvantaged children who do not have access to an electronic device and therefore cannot access home learning	<p>Progress of the most vulnerable children will be supported through access to IT so barriers to learning are removed</p> <p>Vulnerable children who may struggle to access home learning (weekly for homework and also if needed while remote working) will have access to high quality education</p> <p>In the event of a class / year group closure, children will switch seamlessly to home learning thus ensuring continuing of education</p>	<p>EEF – almost all remote learning uses digital technology, typically requiring access to both computers and the internet</p> <p>EEF – a lack of appropriate technology proves a challenge for many disadvantaged children</p> <p>EEF – strategies such as using technology to support retrieval practice can help children retain key ideas and knowledge – schools may seek to embed such practices through their approach to homework</p>	<p>Each class will embed chrome book use as an integral and essential resource.</p> <p>IT Department will ensure that the correct Google support is in place on the chrome book</p> <p>Google Classroom will demonstrate that these identified children are accessing home learning</p> <p>Parent communication will take place with the class teacher should a child not access home learning through the chrome book and support put in place where necessary.</p>	JM	February 2021
Purchase <i>Third Space Learning</i> teaching resources	<p>Mastery approach to the teaching of Maths embedded across the school</p> <p>All children given the opportunity to access the mastery approach</p> <p>These teaching resources will aid teaching and learning thus contributing to improvement attainment as seen at data collection points</p>	<p>EEF – great teaching is the most important lever schools have to improve outcomes for their children.</p> <p>Well-being of staff is vital to ensure that children are being offered quality first teaching</p>	<p>Maths Lead will support teachers where necessary</p> <p>Book Looks and Learning Walks will demonstrate that this teaching resource is supporting teaching and learning</p>	FB	February 2021
Budgeted Cost					<p>£995</p> <p>National College membership</p>

					<p>£1440 Sir Linkalot app</p> <p>£585 Third Space Learning</p> <p>£4255.60 Chrome books</p>
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Targeted Academic 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?
<p>Tutoring catch-up sessions with experienced Maths specialist teacher on key concepts for targeted children who will need additional time and support to catch up.</p>	<p>The attainment of those identified children improves</p> <p>Children will be more able to learn new concepts in Maths as they will have a greater understanding of the key concepts</p> <p>Children will be more able to problem solve using these key concepts</p> <p>Children's confidence in Maths will increase</p> <p>Class teachers will feel supported in providing quality first teaching</p>	<p>EEF – evidence consistently shows the positive impact that targeted academic support can have</p> <p>EEF – tutoring interventions have been shown to be particularly effective for children who are lower attaining and for those from disadvantaged backgrounds</p> <p>EEF – Short and frequent sessions are particularly effective for reading and mathematics</p> <p>Teachers who have worked at GFPS and know our children will be employed to offer these sessions</p>	<p>Sessions will be explicitly linked to the content of daily lessons – class teachers will meet regularly with the Maths specialist teacher</p> <p>Maths Lead will be involved in discussions with both class teachers and the Maths specialist teacher</p> <p>Formative assessments will take place to show progress</p> <p>Groups will be fluid and reflect the ever changing needs of each child</p> <p>Intervention timings will be short and will be additional to Maths teaching in the classroom</p>	<p>FB</p>	<p>February 2021</p>
<p>Instructional teaching of reading (1-1) in KS1 – experienced teacher of Phonics and Reading employed</p>	<p>The attainment of those identified children improves</p> <p>Children will have the opportunity to read regularly with an adult and their reading book will be matched phonetically to their ability (using the banding scheme in school)</p> <p>Children who need extra support will be identified</p>		<p>Regular assessments involving all staff in KS1 will be held</p> <p>Involvement of parents to support the teaching of Reading</p> <p>English Lead will moderate and support where needed</p>	<p>EW / HL / EM</p>	<p>February 2021</p>

	earlier and extra interventions provided where appropriate				
Budgeted Cost					<p>£175 per week Maths Specialist teacher £6,379 estimated cost for year</p> <p>£135 per week Phonics and Reading teacher £4,233 estimated cost for year</p>

Wider strategies					
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?
Art therapy (1 – 1 and small group)	<p>Children's social and emotional needs will be met</p> <p>Children will feel more ready to learn and feel safe and respected</p>	<p>This is a large part of our School Improvement Plan for staff and children</p> <p>EEF – transition work will need to be supplemented with a sustained focus on supporting children's social and emotional needs</p> <p>EEF – school leaders need to be flexible in supporting their children</p>	<p>QCA assessments take place before and after</p> <p>Therapy sessions used in discussions with Inclusion Manager to ensure that focused children have this opportunity</p>	AW	February 2021
Budgeted Cost					<p>£260 per week</p> <p>Art Specialist Teacher</p> <p>£7920 estimated cost for year</p>

TOTAL: £25807

Early Bird and After School Academic Tutoring to begin January 2021 - £4000