

Banks Lane Infant and Nursery School
Catch-up premium strategy statement 2020/21



Pupils in school	305	Publish date	October 2020
Proportion of disadvantaged pupils	12.13% pp	Review date	September 2021
Catch-up premium allocation	£21,000 approx		
Catch-up premium lead	Alex Gauld		

Strategy aims for disadvantaged pupils

Project	Approx cost	Barriers to Learning and planned outcomes
Strategic Lead for catch-up strategy	£10,000	<p>Barriers Identification of individual barriers to learning, welfare and wellbeing needs, gaps in learning as a result of school closure, attendance, including absences due to self-isolation, remote learning opportunities.</p> <p>Outcomes A cohesive approach and strong communication between all supporting services, including targeted support, clear pathways to learning, tracking of progress, remote learning support, personalised home-school communication and appropriately scaffolded interventions. Increased attainment, progress, engagement, confidence and resilience.</p>
Sustained role of the Pastoral Manager	£5,000	<p>Barriers Attendance and punctuality, medical needs, parental support and engagement, vulnerable families, SEND needs</p> <p>Outcomes</p>

		Cohesive approach for safeguarding and SEND, Early intervention, family support, management of medical needs, improved attendance and punctuality, outreach work and liaison with agencies, including Team around the School, raised confidence, increased engagement, progress and attainment.
Investment in additional reading resources	£3,000	<p>Barriers Limited quality reading experiences during lockdown, gaps in Phonics knowledge, comprehension,</p> <p>Outcomes Structured resources to address identified gaps in Phonic knowledge, re-engagement with quality reading resources Improved motivation and Increased chances of attaining age appropriate expectations in literacy</p>
Remote Learning – home - school communication via Seesaw learning app	£1,346	<p>Barriers Identified through Seesaw data (access and engagement) parental survey (access issues, independence, parental support, parents working from home, use of equipment, shared devices, home-school communication, remote learning for self-isolators)</p> <p>Outcomes Structured approach across school for to age appropriate Remote Learning, personalised high quality feedback and improved communication</p>
Additional teaching assistant time for delivering interventions outside of usual teaching time	£3,000	<p>Barriers Identified by PP Champion & Pastoral Manager and informed by teachers, wellbeing assessment, Learning Support Services, parents and a range of services such as social care and the School Nursing Service. Attendance, punctuality, maths, phonics, reading and homework, attitudes to learning. Additional TA time allows TAs to address underlying issues and follow up on SL / PM advice outside the normal school day to prevent pupils from missing whole class teaching sessions.</p> <p>Outcomes Increased attendance, progress, attainment, self-regulation, resilience and positive attitudes to learning</p>



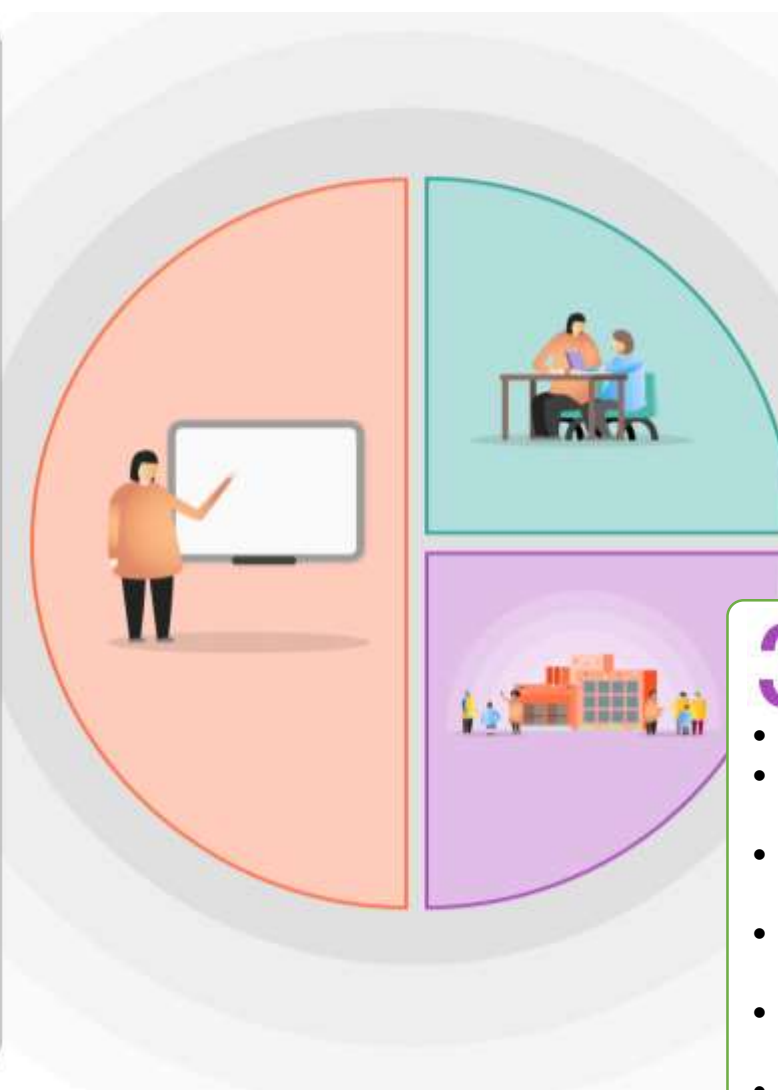
1 Teaching

Rapid assessment of learning needs through:

- Review of cohort profiles from the previous year by team leads
- Revised baseline assessments to address key gaps informed by English and maths leads
- formative assessment and review
- Bright Maths assessment for specific individuals

Acceleration of learning

- Review of First quality teaching approaches
- SEND strategies e.g. social stories
- Use of 'Ready to progress' criteria (DfE)
- Revisit Debbie Hepplewhite approaches
- Early identification of intervention needs
- Develop remote learning opportunities closely linked to planning via Seesaw
- Quality CPD for teaching and teaching assistant staff



2 Targeted academic support

- Review of access to Seesaw and identification of non-engaging or limited engagement pupils.
- Maths of the day – TA training
- PP interventions by HLTA for targeted support
- Nurture/ phonics/ reading groups outside the usual teaching times (lunch/ breakfast/ afterschool club) led by TAs
- Develop systems to provide cohesive approach to identify, target and monitor barriers to learning
- New reading book resources (structured phonics focus)

3 Wider strategies

- Early intervention and support via the Pastoral manager
- Remote learning support for families via the Pastoral manager/ Strategic lead
- Wellbeing assessment tool to identify group and specific needs for families
- Enhance personalised communications with children and parents
- Develop use of CPOMS for recording and sharing information
- Agencies to support pupils and families



SCHOOL PLANNING (2020-21) – TIERED MODEL for Covid recovery funding 2020/21

Catch-up barriers identified through assessment – formal and informal

IN-SCHOOL BARRIERS	EXTERNAL BARRIERS
Pupils away from school for 6 months with varying experiences of remote learning	Parents report struggles with attitudes to learning/ behaviour during lockdown
Limited quality reading experiences during lockdown	Lack of opportunities to widen learning experiences outside of school
Phonic skills – many pupils displaying gaps in knowledge	Many parents reported and received support with food and finance information throughout lockdown
Emotional behaviour and expectations	Use of shared devices limiting access to remote learning
Low independence and self regulation	
Delayed speech and language development	
Maths – retention of basic skills	
Limited physical activity/ opportunities	

TEACHING

Activity	Cost	Desired outcome	Supporting evidence	Responsibility/ Review date
Rapid assessment of learning needs through: <ul style="list-style-type: none"> Review of cohort profiles from the previous year by team leads 	In budget	To review existing barriers to learning (pre-lockdown)	<ul style="list-style-type: none"> Team reviews Summary of targets based on Spring term reviews 	Headteacher and Team Leads discuss findings and next steps. <i>Summer Term</i>
<ul style="list-style-type: none"> Revised baseline assessments to address key gaps informed by English and maths leads 	In budget	To provide a thorough baseline of all pupils abilities and highlight gaps which need closing.	<ul style="list-style-type: none"> Any gaps identified through baselines for specific individuals Bright Maths assessment for specific individuals 	Headteacher and Team Leads discuss findings and next steps. <i>Autumn Term</i>
Acceleration of learning through: <ul style="list-style-type: none"> Review of First quality teaching approaches 	In budget	All pupils to receive quality teaching to ensure new learning and catch-up on any gaps in learning.	<ul style="list-style-type: none"> Normal monitoring cycle of teaching and performance management Pupil progress meetings – review of gaps and paths to success 	<ul style="list-style-type: none"> Monitoring PM Monitoring of work – weekly book looks PM/ SL meet with TAs concerning interventions and pupil progress

				Autumn Term - ongoing
<ul style="list-style-type: none"> Use of metacognition and growth mind set strategies 	In budget	Pupils begin to understand their thought processes and motivate themselves to engage in, and improve their learning	Revisit resources and training on metacognition & Self-regulated learning EEF evidence to support accelerated progress	Headteacher and Team leads to ensure implementation Autumn Term - ongoing
<ul style="list-style-type: none"> Use of 'Ready to progress' criteria (DfE) to ensure early identification of intervention needs 	In budget	Assessment materials used to identify gaps and create pathways for learning	Teacher assessments Maths book looks by Maths lead	Headteacher, Maths lead and Team Leads to monitor Autumn Term - ongoing
<ul style="list-style-type: none"> Revisit Debbie Hepplewhite approaches 	In budget	Revisit DH approach using focused (core) phonics knowledge and practice introduced incrementally (systematically)	Revision and development of previous training in order to support accelerated progress	Head and English Lead to review baseline findings and ensure implementation Autumn Term - ongoing
<ul style="list-style-type: none"> Develop remote learning opportunities to embed prior learning 	£1,346	Develop use of the Seesaw learning app to focus on independent practice (with prompts and key words) in line with curriculum planning and remote learning provision	Team planning adapted to include Remote learning opportunities to engage the learner Establishment of routines / procedures	Headteacher, Team leads, Curriculum leads Autumn Term - ongoing
<ul style="list-style-type: none"> Quality CPD for teaching and teaching assistant staff 	In budget	Training on interventions to ensure understanding and requirements for progression	Curriculum leadership Mental Health and metacognition Self-regulated learning Change 4 life training	Headteacher , English, Maths and PE leads to monitor implementation Autumn Term - ongoing

TARGETED ACADEMIC SUPPORT

Activity	Cost	Desired outcome	Supporting evidence	Responsibility/ Review date
<ul style="list-style-type: none"> Develop systems to provide cohesive approach to identify, target and monitor barriers to learning 	£10,000	A cohesive approach and strong communication between all supporting services, including targeted support, clear pathways to learning, tracking of progress, remote learning support, personalised home-school communication	Seesaw reports - identification of non-engaging or limited engagement pupils. Use of Sims to establish intervention groups and monitor progress Blis Covid Tracker – monitoring Self-isolators and Remote learners	Headteacher and Strategic lead Autumn term - ongoing
<ul style="list-style-type: none"> Targeted interventions by HLTA and TAs for support <i>(dependent on return of Staff – PPA needs)</i> 	In budget	Accelerated progress for pupils who have been identified by baseline as needing extra support via appropriately scaffolded interventions.	EEF research shows that pupils can achieve accelerated progress with good quality, targeted interventions	Strategic lead to meet with regularly with TAs Autumn term - ongoing
<ul style="list-style-type: none"> Nurture/ phonics/ reading groups outside the usual teaching times (lunch/ breakfast/ afterschool club) led by TAs 	£3,000	Develop pupil confidence and independence, motor skills, phonic and reading skills whilst encouraging motivation and participation.	Attendance data Progress in phonics Improved motor skills Improved independence Use of SEND strategies e.g. social stories to guide children to learn how to react in a certain situation	Head and Strategic lead to identify pupils and monitor progress Autumn term - ongoing
<ul style="list-style-type: none"> Maths of the day – TA training 		TAs to receive training on interventions to ensure understanding for requirements and progress	Techniques used by TAs Understanding and	Headteacher, Team leads and Maths lead to monitor progress Autumn term – ongoing
<ul style="list-style-type: none"> New reading book resources 	£2,358	Pupils need good quality reading books with targeted phonics focus	Quality resources improve motivation/ engagement and increase chance of attaining ARE	English lead to audit and monitor resources Autumn term - ongoing

WIDER STRATEGIES

Activity	Cost	Desired outcome	Supporting evidence	Responsibility/ Review date
<ul style="list-style-type: none"> Early intervention and support via the pastoral manager 	£5,000	Increased engagement, family support and improved attendance and punctuality	School attendance data Improved participation increased confidence,	Continuously monitored and reviewed by headteacher and Pastoral manager Autumn term - ongoing
<ul style="list-style-type: none"> Remote learning support for families via the pastoral manager/ Strategic lead 	In budget	To identify pupils experiences of Remote learning during lockdown and support families to increase participation and progress through Remote learning activity	Remote Learning Survey Access to and participation with Seesaw – weekly reports	Ongoing monitoring by headteacher, teachers, Pastoral manager and Strategic lead Autumn term - ongoing
<ul style="list-style-type: none"> Wellbeing assessment tool to identify group and specific needs 	In budget	To identify any needs of pupils and issues and inform parents. Aim to provide materials to provide home support	Wellbeing survey results from Wellbeing toolkit Parental survey information Parental meeting (Phone calls)	Teachers to administer survey and Wellbeing lead collate results Autumn term - ongoing
<ul style="list-style-type: none"> Enhance personalised communications with children and parents- online payments, text, phone calls, email, Seesaw, CPOMs 	In budget	To continue to develop communications with parents and increase personalised communications via Seesaw.	New phones to use for parental meetings Increased participation with Remote learners via Seesaw - reports Tucasi online payment system New templates for sending text and email to self-isolators	SL to review and develop current processes Autumn term - ongoing
<ul style="list-style-type: none"> Develop use of CPOMs for recording and sharing information 	In budget	All teachers and TAs to be trained in use of Cpoms for reporting any Safeguarding issues or concerns	TAs able to access system to report any issues or concerns	Pastoral manager and headteacher Autumn term - ongoing
<ul style="list-style-type: none"> Agencies to support pupils and families. (SaLT) 	In budget	SaLT early intervention gives pupils an increased chance of attaining ARE by the end of year 2	SaLT reports Progress and attainment	SaLT, SENDco, Class teacher to monitor Ongoing