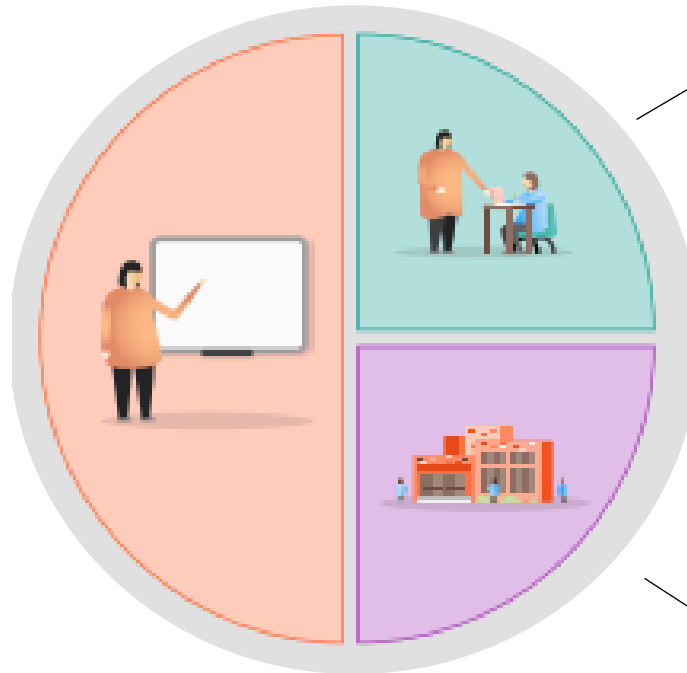# Slade Primary School's Tiered Approach to 'Catch-Up' Funding

Quality First Teaching
- ✓ Access to high quality CPD
- ✓ Effective assessment of learning and wellbeing needs
- ✓ Effective feedback
- ✓ Planned transition
- ✓ Broad and balanced curriculum

Targeted Support
- ✓ 1:1/small group focused intervention
- ✓ National Tutoring Programme

Wider Strategies
- ✓ Access to technology
- ✓ Parental support
- ✓ High quality and consistent remote learning
- ✓ Mental Health support

*Please also see Pupil Premium Strategy, which identifies additional ways to provide catch-up to pupils

1. Summary information											
School			Slade Primary School			**Academic Year**			2020/21		
Total 'Catch-up' funding budget						£33000					
Total number of pupils:	420	**Total number of pupils eligible for PP:**	41 9.7%	**Total number of pupils eligible for FSM:**	38 9%	**Total number of pupils with an EHC:**	21 5%	**Total number of pupils with SEN:**	41 9.8%	**Total number of pupils with EAL:**	79 18.9%

2. Desired Outcomes	
Desired Outcome	**Success Criteria**
1. Pupils identified to be working at expected or higher in R/W/M in March 2020 to be assessed as working at expected or better by July 2021	• Internal assessment tracking indicates that pupils identified as working at expected in R/W/M in March 2020 have achieved at least the expected standard by July 2021 • Internal assessment tracking indicates that pupils identified as working at Greater Depth in R/W/M in March 2020 have achieved Greater Depth by July 2021
2. Pupils identified to not being on track prior to partial school closures to demonstrate accelerated progress from their individual starting point at the end of the previous key stage.	• Internal assessment tracking indicates that pupils who were not working 'below year group' prior partial school closures, are now in line with their peers • Internal assessment tracking indicates that pupils who were working 'below year group' due to an identified education need, have made accelerated progress from their starting point
3. Pupil attendance is in line with pupils nationally	• Attendance % is in line with or exceeds national • Internal records indicate that identified pupils with an attendance of 90% of below has improved over the course of the year

3. Planned expenditure					
Item/Project	Responsibility and Cost	What is the evidence and rationale for this choice?	Objectives/Milestones	Monitoring	Review date
Tier 1: Quality of Teaching and Learning					
Professional Development Programme: • Effective formative assessment webinars • Recovery Curriculum webinars: English and Maths • TEP Talks • Subject Knowledge	£1000 VG	• Improving the quality of teaching – both the planning and implementation – is almost always supported by high quality professional development (EEF) • Focus for CPD to be on key topics: assessment, feedback and subject knowledge to ensure all members of staff are aware of the key teaching priorities so that progress can be seen • Access to high quality CPD is for all staff but the opportunity is available for phases to share out who attends training to ensure workload is not impacted. Provides staff the opportunity to trial strategies from the training and then share back to their colleagues what has been effective	• Staff have an increased awareness of strategies to use to ensure there is effective assessment and feedback within the classrooms • Staff understand and follow the school's feedback policy • Staff can identify how their subject knowledge has improved and the impact they have seen on pupils • Impact can be seen in children's books, through pupil voice and during pupil progress meetings	• Phase leaders to monitor the impact within their phase and feedback termly at SLT meetings • VG to monitor attendance at training and ensure appropriate training is booked to meet the needs of staff • Pupil data to be monitored seasonally to identify impact and next steps in order to ensure there is rapid progress	Termly
Professional Development Programme for early career teachers: • Identified mentor • Coaching sessions with mentor • Additional CPD targeted to areas for development	£1000 SS/SM	• It is well-known that teacher retention has been a concern for a number of years across the country and that the investment we have made in teachers at Slade has enabled us to have a less movement in the last few years • Due to the level of experience we have on our staff and through links with the collaboration, we are able to provide high quality CPD that meets the needs of our early career teachers	• Mentors have been identified and provided with clear guidelines as to their role • Early career teachers feel supported and can reflect on its impact • CPD has been provided through training webinars, team teaching and coaching	• Mentors to feed back to their phase leader termly • Phase Leaders to feedback at SLT and identify any next steps	Termly

Professional Development Programme for Support Staff: • Upskilling of TAs to ensure they are able to confidently support the pupils in their class	£1000 CB	• Due to class bubbles, TAs are no longer deployed across the school based on their area of expertise • Gaps in knowledge need to be addressed in order to ensure all TAs feel confident in delivering an input or intervention in a range of subject areas • TAs to have a wider understanding of potential barriers to learning e.g. SEN, EAL, background and to have a bank of strategies ready to use • Success of our previously used 'conferencing TAs' to be rolled out to all members of the support staff team to ensure there is consistency	• Gaps in knowledge to be identified via appraisal process by end of Term 1 • Training to be agreed and programme to be developed by Term 2	• Impact of training to be monitored by SLT	Termly
Planning support: • Phase Leaders to have a clear understanding of the gaps for their phase, year groups and each class • Regular support from phase leaders to ensure gaps are prioritised and progress is seen	No cost VG/KS	• Pupils will have gaps from missed teaching during the school closures and it is important to identify what these are in order to ensure there is not a detrimental effect on future learning • Concepts need to be identified to ensure teachers understand what needs to be taught and understood and what can be left out so that children make accelerated progress and are prepared for the next stage of their learning • Phase leaders need to have a strategic plan in order to ensure gaps are closed and to inform future planning	• Phase leaders to have collated information from their phases by the end of Term 1 and have a clear overview of the gaps • Phase leaders to feedback in SLT meetings each week to ensure all members of SLT understand the progress being made and where additional support may need to be implemented so this is addressed with pace • Phase leaders to review plans each term and amend where necessary	• HT/DHT	Weekly
Pupils Attitudes to Self and School (PASS) • Assessing the wellbeing of each child • Implementing additional support where needed	£2000 VG	• Pupils have had a mixed experience during the school closures and it is therefore important to identify their wellbeing needs so that additional support can be put in place • Pupils need to be in a good place mentally in order to be ready to learn	• Baseline assessment to be completed by October 2020 • Wellbeing meetings to take place during Term 1 and additional support to be identified and implemented • Review of additional support to be monitored termly	• SLT	Termly
Development of Reading Room and corridor	£5000	• With reading currently being a school priority, it is important that all children have the opportunity to	• HT/DHT to meet with Artist in Residence and agree project	• HT/DHT	Termly

		accelerate their progress. The 'Group Room' is currently used for small group intervention but is very unloved and cluttered which means it is not a suitable space for children to use. It is particularly important that this space is developed into a more engaging and inspiring room as a high number of pupils from a disadvantaged background and those working at a lower ability use this room. • The aim is to create a space which is inspiring and engaged to those that use the room which also reflects the children's love for reading.	outcomes, timeline and cost by end of Term 1 • Artist in Residence to work with the Recovery Curriculum Group to plan and design what the space will look like by end of Term 2 • Space to be completed by Term 3 or 4.		

Tier 2: Targeted Support

1:1/Small Group Interventions • Pre-teaching • Differentiated inputs • Conferencing style 'fill the gaps' at the end of the lesson • Daily focus/sustained interventions over a period of time	£500 CB	• Evidence indicates that small group and 1:1 interventions can be a powerful tool for supporting pupils. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored (EEF) • Evidence shows that TAs should be deployed in a way that supplements, not replaces, the teacher. Therefore, teachers should identify how best to deploy the TAs in their classrooms by using a range of approaches in order to have greatest impact	• Timetable for sustained interventions to be agreed and in place by Term 1 • Additional resources to be bought to support the running of interventions and to reduce the risk of infection spreading • 'Fill the gaps' style sessions to be planned for daily by teachers and evidence to be seen in books/through pupil voice • Teachers and Support Staff to be able clearly explain what impact an intervention has had on pupil progress	• SLT	Weekly
National Tutoring Programme (NTP)	£5000 Third Space Learning £2200 Lightning Speed Reading £3000 additional tutoring	• The National Tutoring Programme aims to support schools in providing a sustained response to the COVID-19 partial closure of schools and to provide a longer-term contribution to closing the attainment gap • Through researching available programmes on the NTP website, we have identified two intervention programmes to support the needs of the children in school: Third Space Learning and Lightning Speed Reading.	• Signed up to the NTP by Term 1 • Interventions set up and started to be run from January 2021. • Progress to be tracked using the providers systems • Impact to be seen through pupil voice, during Pupil	• HT/DHT	Termly

	VG/Maths and English leaders	• We have previously invested in Third Space Learning and have been made aware of the improvements in the programme so we are confident to invest again particularly as an initial gap analysis will be completed for each child so gaps in their knowledge will be targeted. Identified pupils from KS2 will be completing this intervention over the Spring and Summer terms. • We have also decided to invest in the Lightning Speed Reading due to our school priority being on Reading. The programme has links with EEF which provides us with a high level of confidence.	Progress Meetings and seasonal data harvests.		
Computing Skills	SS/LM	• During lockdown it was identified that for some pupils their computing skills were not secure and therefore struggled to use the computer to complete their learning. • By increasing each pupils knowledge in office programmes, zoom and the online portal, if a class bubble was needed to work from home, then there should be a higher level of engagement seen	• Gaps to be identified during the Autumn Term and addressed through computing lessons	• Computing Lead	Termly
Tier 3: Wider Strategies					
Access to Technology	£2000 VG/SS/BC	• We have identified a number of families that either do not have access to the correct technology at home or are limited due to either the number of siblings in the family home or parents needing to work from home • In order to ensure pupils can continue with their learning during a closure of a class bubble, they need to have the correct technology at home	• Identify which families require additional technology and purchase necessary equipment • Apply to the DfE if and when laptops are needed	• HT/DHT • ICT Technicians	
Parental Webinars	NP	• It is important that our families feel supported and confident if they need to provide home schooling in the future. We recognise that some parents would benefit from short tutorials on a range of subjects	• Phase leaders to work with their teams to identify topics that would be most useful for parents • Identified members of staff to record webinars and share with parents • An additional website page to be created for parents to be access all webinars	• DHT	Seasonally

Access to support from FLO/School Counsellor/Mental Health First Aiders	£10000 VG	• There are a number of families that require additional support outside of school. Impact has already been seen through the work of our FLO and school counsellor to ensure life at home does not affect children's ability to be ready to learn • The FLO is currently part time and due to the increase in need over the last two – three years, we have made the decision for an additional FLO to join the team in order to make the role full time • Strong relationships have already been built with a high number of families over lockdown	• Weekly DSL meetings used to identify families that need support • FLO and DHT to work together to identify families that need additional support and purchase necessary items • New FLO to be appointed • CPOMS used to identify families that need additional support • Wellbeing for Education training to be completed by two members of staff and rolled out to all staff during the Spring Term	• VG	Weekly
Remote Learning Platforms • Protocols agreed and shared with all staff in case of a local lockdown • Training to be provided (e.g. TEAMs) • Pupils to be aware of technology being used	Steph	• Planning for a well implemented remote learning strategy can ensure that quality first teaching continues if a class bubble needs to work from home • Feedback from parent survey has identified areas for development including consistency in the level of feedback, easy to access online learning and regular check-ins with class teacher • Support must be provided to staff particularly if changes to new forms of technology are used to ensure there is a high level of confidence and impact on pupils outcomes is sustained • Protocols to be agreed in order to ensure there is consistency across the school in the case of a local lockdown • Pupils to be prepared for their bubble to be closed and to clearly understand what expectations are	• Forms of technology to be agreed by Term 1 • Training to be provided and protocols shared by Term 1 • Pupils to be fully prepared by Term 1	• SS	Weekly
				Total budgeted cost	**£33,000**