

Primary Catch-up Grant Plan

School	The Victory Primary School	Allocated Grant funding	£35,200
Number of pupils	440 + pre-school	% Pupil Premium pupils	42%
Identified key barriers to future attainment:			
Principles of Inclusion have been adopted. They now need to be fully embedded to ensure consistent application across the school (Particularly with new staff).			
Train staff to identify the key learning gaps legacy from covid absence. (IE the missed learning that prevents them from accessing subsequent learning).			
Gaps in pupils' phonic knowledge –improve phonic knowledge and develop early reading skills caused by missed schooling. This will have the greatest impact across all aspects of the curriculum.			
Support those with speech development issues and those with under-developed vocabulary - particularly in year R.			
Support disadvantaged children with low reading ability and a lack of understanding / comprehending texts.			
Address basic punctuation and grammar gaps.			
Address basic number recognition, counting skills & knowledge of times tables facts gaps caused by missed schooling.			
Further gap filling in Mathematics:- Support with knowledge and understanding of the four operations and using these to solve problems.			
Support with the challenge of providing access to high quality teaching and learning for those isolating at home.			
Provide added support for individual pupils struggling with behaviour and resilience.			

Catch up in Phonics and Reading is our Number 1 priority, especially in EYFS, KS1 and lower KS2.

Teaching and Whole School Strategies

Actions	Intended impact	Cost
<p>Professional Development:-</p> <ul style="list-style-type: none"> • Due to pupils missing a lot of their preschool learning and phonic teaching and learning in Reception and Key Stage 1, we are working in collaboration with Springhill English hub, gaining support for planning, teaching & assessing phonics across the school. • As pupils have missed 6 months of their schooling, we have made changes to the curriculum, adopting the United Learning Curriculum for English, Maths, Science, History, Geography, Art and DT, to ensure that pupils catch up with missed learning and keep up with their current learning. In order to ensure that all pupils access quality first teaching, we are improving teacher's subject knowledge by working in collaboration with UL advisors to support leaders & teachers with planning, teaching, assessing and conducting gap analysis in all year groups so that we identify the most important gaps to teach. • Whilst teachers adapt to our new curriculum and new systems of teaching and learning, English & Maths leaders have been supporting teachers with planning where monitoring has identified 	<ul style="list-style-type: none"> • Consistent approach to the teaching and learning of phonics. Gaps in pupil's knowledge identified and plugged to enable pupils to catch up and keep up. Teachers' subject knowledge secure. Planning improves pace of lessons and enables pupils to have more exposure to texts during phonics sessions. • By teaching double the amount of Phonics each day, pupils will be able to follow the normal Letters & Sounds trajectory, enabling them to keep up and will also enable them to revisit, relearn & plug gaps in their learning. Improving the children's ability to read will enable pupils to access more of the curriculum independently. • Planning with UL advisors will develop teachers' subject knowledge, will enable them to effectively plan so that they are able to plug gaps in learning and help pupils to keep up in Reading, Writing, Phonics and Maths sessions. It will ensure that there is the correct balance following normal trajectories and gap teaching and learning journeys are accurately pitched, are accurate in content and move children's learning on. • Practice makes permanent – The more opportunities staff have to work with experts, the 	<p>Supply costs to release staff for Springhill work £500</p> <p>Cost of release time to work with UL advisors £500</p> <p>Cost of BV English lead 16 days £3,200</p> <p>Cost of BV curriculum lead 8 days £1,200</p> <p>Release time for English & Curriculum leaders £500</p>

that there are areas of weakness to ensure that pupils receive quality first teaching and learning.

- Monitoring showed that we need to sharpen our modelling to ensure that pupils receive the very best teaching and learning in our school therefore we have conducted CPD around Rosenshine's principles of Instruction, moderation, peer observation of lessons & the curriculum.
- Because we have moved to a new curriculum, middle leaders have been given the opportunity to work with the curriculum leader from Beacon View (who have been using this curriculum over the past year) to write their curriculum intent, to support with understanding the UL curriculum and implanting this in particular where UL units are incomplete, training staff in conducting INSETS, writing clear and concise action plans, conduct book looks and drop in sessions to ensure that teaching and learning expectations remain high in foundation subjects.

Other actions:

- Due to the children missing 6 months of their phonics learning, teachers will teach double the amount of phonics sessions each week (2 x 30 minute sessions) compared to previously in EYFS and Key Stage 1 to plug gaps and to enable pupils to follow the normal Letters and Sounds trajectory.
- As a result of Lockdown and pupils missing 6 months of schooling, Phonics and Early Reading skills are currently underdeveloped which hinders the children's ability to access the wider curriculum. To ensure that pupils catch up so that

more confident they become. This will impact on the quality of teaching and learning which will improve outcomes for pupils.

- Effective CPD will provide opportunities for staff to reflect on their own teaching practice by providing them with examples of good practice. It will deepen their understanding of how children learn effectively and help them to better understand what makes a good lesson. Improved teaching and learning in their classrooms will improve learning outcomes for the children.
- Middle Leaders have a clear understanding of how their subject progresses across the school. They will develop the knowledge of which key aspects of the curriculum was not taught last year and so will need to be taught this term. They will purchase high quality texts to support the Teaching and learning of their subjects to improve reading and writing opportunities within their subjects. This will provide pupils with opportunities to further improve their reading, writing, phonics and language knowledge which will improve outcomes for pupils across the curriculum.
- Phonics and Early Reading strategies in place so that the children are able to segment, blend and comprehend texts which will then enable them to fully access the wider curriculum. Children need to be able to read and read for meaning to understand the world around them.
- Additional support / teaching will enable the children to be taught in smaller more focused groups. This will enable the children to plug gaps

<p>they are able to fully access this, the curriculum will be modified in Years 1, 2 and 3 to enable the children to access more Reading and Phonics opportunities to enable them to catch up.</p> <ul style="list-style-type: none"> • Due to Year 2 pupils missing key elements of their early learning, in particular around Reading and Phonics, a National Tutor will be appointed to boost learning within this cohort of pupils. 	<p>in learning, address misconceptions more frequently, accelerate their progress and enable them to catch up with current learning which will fully prepare them as they move into Key Stage 2.</p>	
<p>As a result of Lockdown, our NQT did not receive the full amount of NQT support that she was entitled to towards the end of last academic year. Additional time has been given until Christmas to mentor and support this member of staff.</p>	<p>Confident teacher with well-established rules and routines in place. Good subject knowledge demonstrated through her teaching and the pupils learning. Pupils making good progress, catching up and keeping up with the Year 3 curriculum.</p>	<p>Release time ½ day per week £1,200 support from SLT teacher £500</p>
<p>Due to staff and pupils needing to isolate whilst they are awaiting test results or whilst isolating due to positive cases, Continuity of Learning is a priority to ensure that pupils continue to receive their education. Training for staff, pupils and parents is being put into place to ensure that remote teaching and learning continues despite these circumstances</p>	<p>Staff, pupils and parents are well prepared for a potential lockdown or isolation period. Pupils continue to get high quality teaching and learning. Parents know how best to support their child / children at home and staff are well-equipped to teach remotely. Pupils do not fall further behind and keep up with their current learning.</p>	<p>Release time for LB £300 1 day of support for BV ICT leaders £150 Provide the technology and technical support- e.g. logins, loading chromebooks etc £2,500</p>
<p>Total Cost Allocated cost from catch up Grant</p>		<p>£10,525</p>

Targeted Strategies

Actions	Intended impact	Cost
<p>Due to pupils in Year 6 missing 6 months of schooling during the Summer Term, 27 pupils who have significant gaps in their Maths learning will receive tutoring to ensure that they catch up and can keep up with current learning.</p> <p>This will be extended to other year groups once priority is agreed</p>	<p>Pupils given the opportunity to practice, overlearn and catch up on missed/ forgotten or rusty learning. Pupils make rapid progress evident in test scores and pupils' books. Pupils catch up and are on Track to reach end of year individual targets</p>	<p>4 hours per week (each teacher will run 2 tutoring sessions a week) £2,500 year 6 £3,500 other</p>
<p>As a result of pupils missing 6 months of schooling, pupils across all year groups have significant gaps in their learning. Although we recognise that quality first teaching is the best way for pupils to catch up, we also recognise that some pupils may benefit from additional interventions to help them catch up with missed learning. Shine has been purchased to provide detailed & well-planned interventions for Reading and Maths – to be used by Class Teachers and TAs across the school. Each year group will decide how best to use this resource to plug the gaps in children's learning e.g. delivered as an intervention by a TA or to be used in a tutoring session after school / before school.</p> <p>From January 2021 Year 2 will receive a 12 week reading tutoring programme-FFT lightning squad-40 children will have 30 mins reading support a day over this period. The school has also applied to Teach First to take part in their Academic programme.</p>	<p>Interventions will enable the children to plug specific gaps in learning identified from Pira and Puma testing. Pupils will catch up with missed / rusty / forgotten learning whilst keeping up with National curriculum expectations</p>	<p>£3000</p>
<p>Because our Reception pupils missed 6 months of preschool, language and communication has not been fully developed and is impacting on the rate of progress some of the children are making. We will be introducing the Nuffield Early language intervention which, when screened, identifies 5 target pupils. A trained HLTA will deliver the 20 week, 1 hour a day programme.</p>	<p>Improve the spoken language ability of 5 pupils in reception which will also have a knock-on effect to their reading and writing.</p>	<p>£1,000</p>

Due to pupils missing 6 months of schooling, Phonics and Early Reading needs have been identified across the EYFS, Key Stage 1 and Year 3. Pupils need to build stamina and need to address basic reading skills such as blending and segmenting so that they can fully comprehend texts. Effective phonics tracking assessment tools are now in place to identify gaps in learning and next steps. Additional fully decodable texts have also been purchased to support basic reading skills.	Better targeted teaching and interventions	£1,000-assessment £3,000 texts
As a result of Lockdown and Covid restrictions, pupils have missed large chunks of their learning. To ensure that pupils are given the opportunity to catch up with missed learning, effective small group work & 1:1 interventions have been put in place.	HLTAs will work with targeted groups of children to reduce gaps	£10,000
Total Cost Allocated cost from catch up Grant		£24,300

Wider Strategies		
Actions	Intended impact	Cost
With the ever occurring changes nationally, it is important that we maintain parental engagement ensuring that parents are regularly	Parents are kept up to date with current information relating to a wide range of topics. Parents know and	

<p>informed of any changes in school e.g. up to date government guidance / COL / knowing what to do if their child or household members show symptoms of Covid / how to support their child's learning at home.</p>	<p>understand how to support their child's learning at home which will enable pupils to keep up with current learning and consolidate learning whilst plugging gaps. Parents support the school in keeping safe within the school grounds and the wider community.</p>	
<p>As we enter a period of more lockdowns and isolation periods, it is important that this does not hinder the children's learning. Remote learning will be paramount during these times. Therefore, parental training needs to take place, ensuring that all families have access to devices / wifi / resource packs & that they received training so they fully understand how to best support their child's learning at home in the event of self-isolating / local or National lockdowns.</p>	<p>Families equipped to remotely access learning from home which will enable the children to keep up with current learning, plug gaps in their learning and consolidate their learning. This will ensure that pupils continue to make good progress towards their end of year targets.</p>	<p>Release time for LB £375</p>
<p>With local and National Lockdowns becoming more common, it is important that parents who are able to work can do so without the added pressure of childcare and that those families who may struggle financially during this time are given support to ensure that our children do not go hungry. Therefore, we will continue to provide Breakfast club and after-school care to our most vulnerable families or families who need this provision in order to work.</p>	<p>Pupils' basic needs met which will enable them to focus in lessons and learn. Families able to continue working which will ensure that their families are financial stable during the pandemic.</p>	
<p>Mental Health related issues are becoming more common as a result of Lockdowns and Covid Restrictions. Parents, pupils and staff may need additional social and emotional support during this time. Parents who need help will receive support from our Safeguarding team and will be referred to outside agencies who can offer further services. Pupils will be learning how to look after their own well-being, Covid related issues including coping strategies & growth mindset which will be taught throughout Autumn Term. Staff will receive regular well-being meetings with their line managers to ensure that they are fully supported during these challenging times.</p>	<ul style="list-style-type: none"> • Staff, pupils and parents understand the impact of Covid 19 on society and the school environment. Staff, pupils and parents know and understand how to keep themselves safe. Staff, pupils and parents who need additional emotional support are given the help and guidance they need to remain emotionally healthy. Staff and pupils build resilience and develop a positive mindset. Staff successfully meet the PDM targets and pupils make good progress. 	
<p>Total Cost Allocated cost from catch up Grant</p>		<p>£375</p>

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	
Targeted	
Wider	
Total	
Allocation	£35, 200