

Naphill and Walters Ash School Catch Up Premium Strategy

Allocated Funding £29,680



Teaching		
<p>High quality class teaching is vital in ensuring the needs of all pupils are met. The teachers will need to assess the class, identify key gaps in learning and adapt plans and teaching to ensure these are addressed.</p>		
Actions	Support	Cost
<ul style="list-style-type: none"> Assessments carried out Common errors/gaps in learning identified Summer term planning and timetables adapted to address above needs Teachers to meet with SLT and discuss above findings and plans Plans for summer term meet needs of pupils especially for English and maths Plan for 21/22 – how gaps found from summer assessments passed onto to next teachers, how planning be altered. 	<ul style="list-style-type: none"> Time in staff meetings given to marking of assessments and gaps analysis Discussions with SLT to see if any extra support can be given Discuss to agree how support can be delivered with SLT 	<p>None</p> <p>Reading books – to be decided upon following audit</p> <p>Supply for staff to audit – none</p> <p>July 2021 £1600 spent on books but used a parental donation.</p>

Outcomes and Evaluation

May 2021 – assessments carried out at end of Spring term, some start of summer due to classes isolating. Teachers have used information to alter summer planning to help close key gaps before end of year. Teachers have provided information to KG on which children they have identified as needing extra interventions or interventions adapting from before to meet new need. Teachers will then assess children at end of year and pass on the information to next teachers which will include areas that will need more re-teaching than others, which areas will have to have a heavier focus on previous years' work etc. In terms of 'levelling' the children the 'levels' are only being used as broad indicators and we will be expecting children to be back on track in terms of Key Stage progress by summer 22.

Reading – many children maintained or even made progress with reading. Key children e.g. those who didn't read at home before will need extra help. A reading book audit will take place in June 21 as we recognise that we need more Lilac books for early readers, more phonetically plausible books for KS1 and then books to support LK2.

July 2021 – Audit of books taken place and KS1 English lead has identified gaps in scheme.

Targeted Group and or 1:1 Support

Having carried out above assessments, which will include benchmarking, phonics, NFER and SATs the teachers with SLT will map out what extra support can be provide in and out of class teaching.

Actions	Support	Cost
<ul style="list-style-type: none"> • Assessments carried out across all year groups • Teachers adapt plans for summer 2021 • Interventions planned for and plans given to SLT • SLT to review plans alongside data • Plan how group interventions can be given with 'bubble' set up. • If required resources purchased 	<ul style="list-style-type: none"> • SLT to support teachers in allowing timetable and planning adaptations to be made • SLT to meet staff to discuss any key issues 	<ul style="list-style-type: none"> • Resources unknown until assessments carried out • Yr5 and 6 already using Third Space Learning for maths tuition Cost £3,437.50 spring term, £2750.00 summer term Total £6187.50 • May 21 – New Benchmarking files for reading assessments £1312.50

Outcomes and Evaluation

May 21 – groups set up, most year groups running class based interventions. Reading assessments in KS1 being carried out and new Benchmarking materials purchased so giving information which matches newer NC requirements. There is now a heavier focus on Non-fiction reading and the assessments are providing teachers with detailed information on each child's reading.

Teaching KS1/EYs

Baseline data from Sept 2020 showed how low the baseline was for a significant number of children. They have been affected again by third lockdown and missed significant amounts of the EYs curriculum. It is key that the children have high quality teaching that not only addresses academic needs but their social and emotional needs. Without this they will struggle to move into KS2 and manage the expectations of that curriculum. Numbers in Yr r and Yr 1 for Sept 21 are low and so the ability to fund classes and support will be difficult.

Actions	Support	Cost
<ul style="list-style-type: none">• HT, SLT and Governors look at school structure – view viable options that will allow for high quality first teaching• Appoint new teacher or HLTAs or TAs• If move to vertical grouping plans and curriculum to be re-organised• Review provision in Yr1	<ul style="list-style-type: none">• Time given to key staff to allow for planning of new curriculum• SLT to monitor planning	<ul style="list-style-type: none">• Staff – depending on agreed structure <p>Possible staff costs Teacher to deliver two mornings of support to key groups, year groups £8643.00 for whole of 21/22 Focus Yrs 5/6</p>

Outcomes and Evaluation

May 21 – staffing currently under review.

Which year groups needing support in KS2 will depend on assessments carried out in July.

Baseline assessment to be done in Autumn 2021 may reveal key areas to be addressed.

Year 1 Sept 2021, numbers currently predicted not to make GLD is anything from 40-50% of pupils. This is extremely high and Yr 1 may need extra resources to meet children's needs.

TA appointed to ensure smaller groups can be taught and fully supported in Yr1. Have also employed a PT TA in Yr 1 as current experienced TA due to leave in December 2021. By working alongside her new staff can have support and learn about interventions we do. This will ensure greater continuity of learning and care for the children.

As of June 2021

Allocated £29680

Spent £6187.50 - maths tuition

£1312.50 – benchmarking

Left £22,180

£8643.00 - possible teacher from September 2021 for two mornings a week

Left £13,537 – would pay for a TA to support in either Yr1 or Yr R, most likely Yr 1.