

## Catch Up Premium Funding Strategy Statement 2020

### EEF Statement

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Summary information					
<b>School</b>	Greystoke Primary School				
<b>Total number of pupils</b>	363	<b>Number of PP Pupils</b>	45	<b>Total Funding budget</b>	£27,920

2. Barriers to future attainment based on rigorous assessment	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Speech language and phonics development EYFS/Year 1/ Year 2
<b>B.</b>	phonics
<b>C.</b>	Wellbeing concerns due to extended time out of school
<b>D.</b>	Teacher access to and knowledge of IT/ application & opportunity to provide comprehensive blended learning timetable
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Access to devices for online learning – partial closures
<b>F.</b>	Parental support with online learning – partial closures

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1.</b>	<ul style="list-style-type: none"> <li>Use assessment to identify gaps or missed learning due to extended closures during lockdown, to enable teachers to plan subsequent lessons and targeted interventions to close the gaps.</li> <li>Phonics scores will be in line with or above national levels for pupils in years 1 &amp; 2.</li> <li>EYFS will have closed the gaps left by lockdown and be in line with expected levels (ph3 secure by end of year)</li> </ul>	<ul style="list-style-type: none"> <li>Identified pupils in EYFS &amp; KS1 will have been screened for SALT need</li> <li>Phonics interventions will have taken place</li> <li>All pupils in years 1 and 2 will achieve the expected phonics score,</li> <li>EYFS will be in line with expectations</li> </ul>

	<ul style="list-style-type: none"> <li>Epic SALT screenings will identify pupil needs and support targeted intervention</li> </ul>	
<b>2.</b>	<ul style="list-style-type: none"> <li>Assessment used to identify gaps or missed learning due to extended closures during lockdown</li> <li>Teacher uses this information to plan subsequent lessons and identify targeted interventions needed to close gaps</li> </ul>	<ul style="list-style-type: none"> <li>Pupils complete assessments in R,W,M, Phonics, spelling, SALT screens and baselines – according to key stage which will be used to inform future planning.</li> <li>Gaps in learning are identified and addressed through QFT &amp; interventions (recorded on provision maps and intervention plans)</li> <li>Pupils on track to meet individual targets by the end of 20-21 year</li> </ul>
<b>3.</b>	<ul style="list-style-type: none"> <li>Bespoke blended learning package approach is in place</li> <li>interventions to ensure that Gaps in RWM will be identified and closed.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils provided with the opportunities needed to work towards closing gaps from missed and forgotten learning due to COVID-19, including further partial closures</li> </ul>
<b>4.</b>	<ul style="list-style-type: none"> <li>Teachers are appropriately equipped with IT needed to provide blended learning opportunities</li> <li>Teachers are confident when using IT and learning packages &amp; online platforms to support blended learning and interventions at home and at school</li> </ul>	<ul style="list-style-type: none"> <li>Staff will complete Microsoft and Century training and other blended learning platforms as needed.</li> <li>Blended learning champions will cascade learning to other staff</li> <li>Staff apply this knowledge to support and inform teaching and learning in class, with interventions and with home learning.</li> </ul>
<b>5.</b>	<ul style="list-style-type: none"> <li>Remote learning can be accessed at point of need, ensure that, where possible, all pupils have access to digital technology.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to access remote learning at point of need during self-isolation or further local/national lockdowns.</li> </ul>
<b>6.</b>	<ul style="list-style-type: none"> <li>A bespoke curriculum is in place to ensure that transition between remote and school based learning supports pupil wellbeing and the re-development of appropriate pro-social skills</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will access Bounce Back materials during transition back to school Curriculum development will continue to ensure standards are high and continue to be developed.</li> <li>Small group and individual support is available through ELSA</li> </ul>

#### 4. Planned expenditure

The three headings below enable schools to demonstrate how they are using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use assessment to identify gaps or missed learning due to extended closures during lockdown	Effective Diagnostic Assessments for all pupils to identify gaps and impact of COVID-19	To identify what learning has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly – EEF Guide to supporting school planning.	Staff to compile assessment data to share with SLT 23 <sup>rd</sup> September and again on 14 <sup>th</sup> October. Pupil progress meetings w/c 26 <sup>th</sup> November.	RR & KR Teachers	WB: 21 <sup>st</sup> September WB: 12 <sup>th</sup> October Then half termly in line with the DSAT assessment calendar.

CPD will be used to ensure that teachers and TAs are confident when using IT packages, to support blended learning and interventions	Targeted CPD for staff in Microsoft and Century Maths. Teachers to become experts in TEAMS apps to use with blended learning	Initial training and follow on support should be used to develop teacher and TA confidence in using TEAMS and Century maths packages for use in blended learning – EEF Guide to supporting school planning.	Staff meeting time dedicated to Century Maths, Microsoft Teams and shared between the teaching team. CPD cascade amongst teachers and support staff as appropriate to the key stage. Successes and development points shared with staff.	RR & KR Teachers	Autumn term 1 and continuous throughout the year with half termly reviews.
To use a bespoke curriculum to ensure that transition between remote and school based learning supports pupil wellbeing.	Teams used as a platform for interventions, homework and in class to prepare for future lockdowns – pupils prepared for use at home by in school training	Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework and fostering independent learning – EEF tiered approach	Demonstrate new TEAMS channels for pupils and the apps to be used - monitor pupils use in school and through homework engagement. Schedule regular opportunities for using blended learning in school, including purchasing and scheduling of IT equipment to ensure equity.	RR & KM Teachers	Regular homework reviews Half termly reviews in school regarding the use of teams in learning
<b>Total budgeted cost</b>					£16,500

Teaching Checklist	Check
Is there a logical and well-sequenced plan to support and sustain high quality teaching?	MTPS, progression maps, White Rose for maths, adapted English planning to build in basic skills and over learning
Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?	CPD in place/ planned
Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?	All available space in use – ICT room converted to intervention room to create more room.
Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?	Planned into staff CPD

<b>ii. Targeted Academic Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Bespoke blended learning package of teaching and interventions to ensure that Gaps in RWM will be identified and closed.	Targeted curriculum based on missed and forgotten learning. Century Maths Online support for pupils – through in school training on TEAMS, Century Maths and TTRS	The best evidence indicates that that great teaching is the most important lever schools have to improve outcomes for pupils – EEF tiered approach	Inset training for all staff. Assessment based focus to set interventions and planning moving forward to close the gaps. Regular support from the blended learning champion, middle leaders and lead professional blended learning champion blended	RR & KR Teachers TAs	Half termly reviews following initial assessments and pupil progress WB:21.09.20
Assessment and screenings used to identify gaps and support needs in speech, language and early reading/ phonics. Phonics scores will be in line or above National Levels for pupils in years 1 and 2, EYFS will have closed the gaps in phonics and be in line with expected levels, SALT screenings will identify pupil needs and support targeted intervention	Literacy interventions to be delivered by fully trained staff including teachers and LSAs. Century English resources to be used alongside Scholastic Pro. Use of Teams to close gaps from in class learning SALT screening leading to referrals to NHS and EPIC and to identify targeted sessions	The use of TAs to deliver high quality interventions which complement the work of the teacher is a best bet and a powerful way of mitigating any impacts of the time away from school and see the positive gains for pupils – EEF tiered guide	Continuous monitoring of interventions by regular meetings with teachers Pupil Progress meetings Ongoing assessment through low stakes quizzing and statutory tests.	RR & KR Teachers TAs	Half termly reviews following initial assessments and pupil progress WB:21.09.20

Teachers released from classes to deliver interventions in RWM following gap analysis especially in key year groups.	Reading, writing & maths support and interventions are in place and delivered by fully trained teachers.	The use of teachers to deliver high quality interventions which complement the work of the class teacher is a best bet and powerful way of mitigating any impacts of the time away from school and see the positive gains for pupils – EEF tiered guide.	Continuous monitoring of interventions by regular meetings with teachers. Pupil progress meetings Ongoing assessment through low stakes quizzing, online platforms, diagnostic tests and formative and summative assessment	SLT	Half termly reviews after initial pupil progress WB-5.10.20
<b>Total budgeted cost</b>					£9420

Targeted Academic Support Checklist	Check
Are we using relevant and rigorous data to ensure targeted interventions are appropriate?	Baseline & ongoing
Are our school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?	Yes – 3 teachers released to deliver high quality interventions
Will changes to rooming or facilities, as a result of social distancing measures, have a direct or indirect impact on targeted academic interventions (e.g. are there sufficient spaces in school for small scale interventions)?	All areas are being used
Are any interventions being stopped to ensure both staff and pupils have the capacity to undertake new interventions as part of their daily work?	After review and progress measure all interventions will be reviewed for effectiveness and changed if needed – use EEF effective intervention research to inform
Questions to consider when planning to support pupils with SEND:	
How do staff know their pupils, including those pupils with SEND? How is this communicated widely?	Dialogue with SENCO & ELSA/FSW, clear pathway for identification, PPPs,
How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision?	Skill sets of staff considered, overseen by SLT
How are supportive relationships with an adult in school developed for pupils with SEND?	ELSA/ pastoral team/ Senco – support for CTs as needed

### iii. Wider Strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To use a bespoke curriculum to ensure that transition between remote and school based learning supports pupil wellbeing.	Bounce Back curriculum ELSA Support for all PP, SEND and vulnerable pupils ELSA support on new class TEAMS channels	A common misconception can be that wellbeing and social emotional learning is separate from academic, curriculum-based learning. It is essential that this is a focus to ensure that transition to school is smooth through potential continuing school closures - EEF tiered approach	Bounce Back planning Books monitored by SLT ELSA support notes Use of CPOMS to record initial concerns and ongoing work	Teachers SLT AG (ELSA)	Weekly – staff meeting reviews Daily checks on CPOMS Half termly checks
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Parental tech support – packages created to ensure that parents are able to access online learning materials – targeted support with devices	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full-time teacher. EEF tiered approach	Parent survey to identify training needs, device requirements and ensure that they are acquired. Sessions for parents delivered by staff in a range of methods. Monitoring by SLT	Teachers SLT DSAT Team	Parent surveys completed each half term
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Devices provided to support those pupils who do not have access to devices at home	They need to have the required devices to be able to access learning. The EEF reports that 79% of students require a digital device for over half of the work provided by schools.	Parent survey to identify training needs, device requirements and ensure that they are acquired	Teachers SLT DSAT Team	Parent surveys completed each half term
<b>Total budgeted cost</b>					£2000

Wider Strategies Checklist	Check
Are there barriers for parents that need to be recognised and supported, e.g. limited time due to work commitments, or low ICT skills?	Identified through survey
Are existing approaches to supporting attendance adequate given a new context where many parents may have a heightened sensitivity to the health and wellbeing of their child?	Personalised approach to support, beginning with class teacher
Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of professional development activities?	Coaching support for early career staff, support from phase leaders in communicating with parents, supported by SLT
Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?	Existing platforms – Tapestry & Marvellous Me supplemented by Teams, email and telephone contact

Review of expenditure				
i. Teaching				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted Academic Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Wider Approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost