



Reddal Hill Primary School Catch-Up Strategy 2020 – 2021

To support learners affected by the Covid-19 pandemic, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include nursery numbers, meaning that Reddal Hill Primary School will be in receipt of £31,040.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	388	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£31,040		

STRATEGY STATEMENT

Reddal Hill catch-up priorities is to target support for those pupils who need the most help for the 2020/21 academic year. Our core approach is to provide additional adults for priority year groups, namely, Year 1 and Year 4, to provide CPD for staff to improve outcomes in reading, in terms of fluency, in KS1 and comprehension, in KS2, and to provide much needed social and emotional well-being support for all pupils who require it as a consequence of the pandemic and its implications.

The overall aims of our catch-up premium strategy are:

- To continue to reduce the attainment gap between our disadvantaged pupils and their peers
- To continue to raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To provide social and emotional well-being support for all pupils

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide two additional HLTAs to work with targeted groups in Year 1 and Year 4	To increase number of pupils at age-expected in writing and maths	Well-trained TAs, in structured setting with high quality support and training, can make a noticeably impact on pupil learning (EEF).	AHTs will work closely with HLTAs to ensure effective support is provided. Baseline assessments will indicate gaps in knowledge and next steps in learning.	TW / JS	Half-termly
All staff to be training in the Inference (comprehension) Programme.	Staff will be able to implement effective comprehensive strategies through guided, shared and individual reading. Reading outcomes for all pupils will improve.	On average, reading comprehension approaches deliver an additional six months' progress. (EEF)	AHT for English will establish a Working Party, to plan the implementation of Inference programme. Exemplar guided reading planning and weekly overview documents will be produced and shared with staff.	TW	Half-termly

LSPs / AHTs to be trained in Inference intervention training.	LSPs will be skilled in delivering Inference interventions. Reading outcomes for pupils will increase.	On average, reading comprehension approaches deliver an additional six months' progress. (EEF)	AHT for English will work monitor the delivery of the interventions.	TW	Half-termly
LSPs / AHTs to be trained in Better Reading at Primary Schools (BR@P) – (fluency) Training.	LSPs will be skilled in delivering fluency interventions.	Fluent reading is essential. It supports reading comprehension and without being able to read fluently, young readers will lack the reading stamina to tackle longer, more complex texts (TES).	AHT for English will work monitor the delivery of the interventions.	TW	Half-termly
Total budgeted cost					£20,725.67
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Phonics, reading (Inference, and / or BR@P), writing, and maths Interventions across the school, delivered by AHT / HLTAs / LSPs	To increase number of pupils at age-expected in phonics, reading, writing and maths	EEF state that in order to support pupils who have fallen behind furthest, structured interventions, are likely to be necessary. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	AHT for English will work closely with HLTAs / LSPs to ensure effective support is provided. Baseline assessments will indicate gaps in knowledge and next steps in learning.	TW / JS	Half-termly
Total budgeted cost					£9965.95
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Train 5 members of staff in Drawing and Talking therapy. (AHT (Pastoral Lead / Parent Support Advisor and 3 LSPs). Drawing and Talking Intervention delivered by AHT	Staff to provide 1:1 support for pupils to support their social emotional well-being.	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	AHT responsible for Pastoral, will work closely with trained staff and provide support as appropriate.	TW	Half-termly.
Total budgeted cost					£1530.10

