**Holly Lodge Primary Academy**

**Catch Up Premium Strategy 2020-1**

**Funding allocation for 2020-1: £33,200**

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| Use of Funding | Cost | How | Intended Outcomes | End of Year Evaluation |
| **Supporting Parents and Carers** | | | | |
| To provide KS1 and KS2 with a remote learning platform (Seesaw) to enable the delivery of quality provision to reduce the possibility of widening the gap supporting parents with delivery. | £1500 | Purchase Seesaw for KS1 and KS2 | Families will be able to better support their children with learning.  Enable better two way communication with parents during COVID.  High level of engagement  Feedback from parents is positive. | Positive feedback from parents over lockdown.  High level of engagement on Seesaw. |
| To ensure well-being is supported | £100 | REST toolkit | Teachers are able to identify at risk children and support their wellbeing and promote positive mental health. | This has been revisited at staff meeting 5/21 and children identified for additional support.  Spring: ELSA support  FSW: |
| **Pupil assessment and feedback** | | | | |
| To provide intervention support in each year group | £9750 TA  £8,000 teacher  £17,750 | 2 bank LSAs (yr 1 and Yr 2  Current part time LSAs working extra afternoons for “Fix-it” interventions or to free up class teacher for intervention.  Part time French teacher – redeployed for Catch up learning. | Pupils will be supported to narrow the gap in learning which occurred during first lockdown.  (Focus on / children middle prior attainers)  Focus children narrow gap in attainment. | Data shows that compared with Aut 19(benchmark) and Aut 20 ( following catch up after first lockdown), there is no significant gap in writing, phonics (stronger in 2020),Reception. Maths gaps  Reading in yr2,4,6  Spring data identified maths as a continuing target area.  Interventions reviewed – staff meeting: now using Pre-teaching for maths in all year groups (evidence based from TRG research) |
| To provide focused feedback and booster groups to children who needs support | £2000 | LSA cover to enable staff to have 1:1 booster time with key pupils who require support. | Accelerate progress for pupils who require catch up. | Teachers working with 1:1 and individuals to support.  Library intervention – yr 3.  Spring data – yr 3 made accelerated progress in reading compared with Autumn  (> 6 points – expected progress is 4 points) |
| **One to one and small group tuition** | | | | |
| Small group tuition. KS2  To provide targeted tuition for PP and vulnerable children by qualified teacher in groups of 1:3  8 x 15 weeks maths | £3540 | National Tuition Partner – 75% subsidised by EEF  (Teaching personnel) | Data shows that children have made accelerated progress from their starting point | 5/21 Pupil voice monitoring: children enjoying and feeling confident as a result of tuition.  Children were able to identify where they had made progress as a result of tuition.  (Year 6 child had taken learning and shared it with rest of class to include in writing – this was evidenced in learning books). |
| **Intervention Programmes** | | | | |
| Purchase wider range of reading books with higher interest levels to engage reluctant readers. | £2500 | Reach reluctant readers at home to continue with book scheme and library.  Use of “book buddies” to select books | Engagement of families from home with “book pick up service”  Children targeted for engagement.  Children make accelerated progress in reading. | % engaged in remote book pick up service.  Spring data: Focus on Year 3 and 4 books. This has led to middle attainers in yr 3 and 4 achieving > 6 points of progress since autumn ( exp progress is 4). |
| Purchase new resources for outdoor and PE | £1,000 | Focus on well-being and socialisation; improve teamwork skills. | Children play co-operatively and are supported with regaining social skills, supported by the mentors and sports crew. “Red behaviours” are reduced. |  |
| Outdoor workshops run by specialist providers | £2,000 | Support well-being of children as they return. | Children show a higher level of engagement and involvement and are encouraged to develop resilience through trying new activities. “Red behaviours” are reduced. | Drum workshop  Dance workshop |
| **Supporting Great Teaching** | | | | |
| Enable school staff to attend relevant courses etc. to support catch up in school. | £1000 | Improving learning and teaching through training, support, mentoring and coaching. | Improve learning and teaching in the classroom leads to better outcomes for pupils. | Supply cover used to enable staff CPD and for coaching. |
| Increase opportunities for outdoor learning and practical subjects | £1000 | To provide practical resources to enable children to access outdoor and practical learning (e.g. allotment resources/ cookery equipment). | Children’s learning will be enriched through more opportunities and equipment to promote sharing. Whole class participation. | Yr 3 child – not engaging in learning. Since having practical cookery sessions, engagement improved. |
| Total Cost | £ 32,390 |  |  |  |

CDancer

Update – June 2021