

TUDOR GRANGE PRIMARY ACADEMY HASELOR

Catch up Premium

1. Summary Information				
School	Tudor Grange Primary Academy Haselor			
Timeframe	2020-2021	Total CU Budget	£ 4480	Total no. of pupils: 60
Updated February 2021 – Gail Duxbury				

Small group and 1:1 support to close gaps in pupil learning with additional teaching assistant provision					
Assessment will be a continuous process throughout the teaching of our curriculum enabling us to build a clear and accurate picture of an individual child's learning needs and knowledge gaps. The information and knowledge gained from assessments will be used to inform and shape future teaching and the child's learning. Assessment knowledge and outcomes will be used to identify children who experience difficulty regaining forgotten knowledge and key skills so that targeted support can be provided through structured interventions.					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
Teaching and Whole School Strategies					
Play based physical activities to be set up each day to support learning in literacy and numeracy.	Pupils have missed 5 months of EYFS experience and need opportunities to completed practical activities which enable them to share and communicate about their understanding before developing abstract learning.	-Year 1 Class Teacher to work with EYFS lead to understand and be guided as to appropriate activities and to share resources that are available. Activities to be set up each day for literacy and numeracy to support pupils in Year 1 Activities to use Yr1 Learning objectives but enable pupils to have greater practical reinforcement and sharing of communication.	Costs included within existing school budget	£0	SdL (Class 1 HLTA) A R (EYFS Lead)
Supporting Quality First Teaching of phonics and early reading.	CPD to ensure that all appropriate teaching staff are confident teaching phonics.	CPD to be delivered virtually by Start Sounds Phonics in 6 sessions to cover key subject knowledge including progression and pace through the Letters and Sounds programme, the structure of lessons and key	One of cost for 10 logins to support staff at TGPAH	£350 for 10 log-ins	All Teaching Staff at TGPAH

		principles for transferring phonics into reading.			
Recruit for 16 weeks an experienced TA to support pupils in small groups	Baseline and formative assessments how that pupils have gaps in their understanding in core skills related to English and Maths. Targeted support and teaching will enable these gaps to be closed.	-Recruit and complete induction of Teaching assistant through Academics agency. -Plan group interventions in Reading, Spelling, Punctuation and Grammar and Maths -Purchase additional resources to enable effective delivery of curriculum areas.	-Costs per afternoon on a daily basis (Agency Costs included) -5 sets of catch up materials CPG	£ 75 a day £225 a week Total for 16 weeks £3600 £11 per set – total £55	K K Gail Duxbury oversee
Additional hours agreed with existing Teaching assistant for one afternoon a week to support pupils in small groups	Baseline and formative assessments how that pupils have gaps in their understanding in core skills related to English and Maths. Targeted teaching support to enable gaps to be closed.	-Plan group interventions in Reading, Spelling, Punctuation and Grammar and Maths -Purchase additional resources to enable effective delivery of curriculum areas.	- costs for the afternoon extra hours (to be claimed on a weekly basis)	£48.34 a week Total for 16 weeks (£773.44)	L C Gail Duxbury to oversee
Existing Higher level Teaching assistant to spend one afternoon a week supporting pupils in small groups	Baseline and formative assessments how that pupils have gaps in their understanding in core skills related to English and Maths. Targeted support and teaching will enable these gaps to be closed.	- Plan group interventions in Reading, Spelling, Punctuation and Grammar and Maths -Purchase additional resources to enable effective delivery of curriculum areas.	-Costs included in existing school budget	£0	Sarah de Leysin Gail Duxbury to oversee
Effective pupil assessment and feedback	Time for teachers to work with English and Maths subject lead to complete thorough gaps analysis of completed Baseline assessments W/C 21.9.20	-Completion of baseline assessments W/C 21.9.20 -Marking and analysis of assessment results, using triangulation of papers, books and and results. -Gap analysis to identify pupils learning gaps and pupils grouped according to identified needs.	- time allocated to Staff Development time.	1 hour	All Staff Gail Duxbury to oversee
Weekly focused SPAG lesson	Teachers to plan targeted, specific Punctuation and Grammar lessons each week to ensure regular specific coverage of the English curriculum.	-Moderation of initial writing completed by pupils to ascertain gaps in skills. -Planning of clearly progressing lessons to cover punctuation and grammar core skills in each year group.	Planning completed in PPA time.	£0 ongoing	All Staff
Daily practise of weekly spelling lists for all children	Daily reinforcement will ensure that understanding is retained in the long	Use of Spelling Shed to deliver weekly spelling lists linked to year group. Half term spelling lists sent home to parents.	No costs	£0	Class teachers

	term memory for pupils.	Daily LCWC sheet provided for all pupils to complete on a daily basis as they come into school in the morning			
Weekly extended writing sessions.	Weekly writing tasks with clear expectations will improve pupils outcomes in writing and develop writing stamina.	All teachers to plan an extended writing session for all pupils every week. Ongoing formative assessments to monitor writing content and areas of strength and need for development.	No Costs	£0	Class teachers Gail Duxbury to oversee

Strategies / Planned Expenditure					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
Targeted Strategies					
- Transition and SEMH support through Jigsaw PSHE programme	Jigsaw PSHE programme enables pupils to develop their understanding of themselves and others and their place in the world	-Jigsaw programme to be purchased -Materials provided and shared with all staff -Jigsaw lessons taught weekly to support personal development and positive thinking. -Daily mindfulness session, reflection time at the end of the day to promote positive SEMH.	Whole school one of payment for programme from EYFS to Year 6	£1500 from existing school budget	All TGPAH staff; L R (PSHE lead)
- SEMH support for pupils with SEND to support transition and emotional resilience.	Pupils with poor emotional and sensory regulation need support to focus and concentrate in lessons	-Evaluation of Pupil passport targets and individual pupil behaviour during first 3 weeks of term. -Work with SENDco to analyse pupil behaviour and decide what pupils needs to support positive behaviour -Purchase of sensory support items to enable pupils to regulate physical and emotional behaviour.	Equipment such as wobble cushions, Theraputty, weighted cushions, quiet space dividers, emotion indicators, Therabands.	£200 from existing school budget	Class teachers Gail Duxbury oversee provision.
- SEMH support for pupils with SEND to support transition and emotional	Children with SEND will learn better if they have strong emotional regulation.	-Lucy Clarke from SENDSupported to provide training for all staff on how to deliver small group intervention of Social Stories.9.11.20 -Lucy Clarke from SENDSupported to provide training for all staff on how to deliver small	Costs included in existing planned support from SENDsupported included in SEND budget	£0	LC Class teachers Teaching

resilience.		group intervention of Toy Therapy 23.11.20 -Teaching assistants to deliver small group support to those pupils who have emotional needs.			assistants SENDco to oversee
- Home learning activities support lessons in school	Pupils will receive activities for home learning which reinforce skills taught in school to ensure skills learned at embedded and reinforced.	Home learning activities are planned along side medium term plan activities to ensure learning is matched.	Copying costs	Cost within existing school IT budget	All teaching staff

Strategies / Planned Expenditure					
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Wider Strategies					
- Supporting parents and carers	Provide support for parents so that they understand the teaching methods used in school for phonics teaching and can therefore replicate at home where necessary. Provide information on Curriculum coverage for each year group so that parents are aware of learning requirements for their child in literacy and numeracy.	-EYFS lead to create a power-point to share with parents which outlines how phonics is taught. -Power-point to be sent to EYFS parents and placed on school website for easy access for parents/carers. Head of school and Class teachers to produce and send home year group leaflets to enable parents to see statements of attainment for their child in literacy and numeracy. -Parents to be provided with literacy and numeracy targets each term for their child so that they can see what is being worked on in school. All SEND pupils to have new Pupil Passport targets sent home at the start of each term so that targets can be worked on at home.	none	£0	A R (EYFS Lead)
- Access to technology	Should the need to remote learning be necessary pupils will need access to	-IT Services to create email addresses and passwords for all pupils.	none	£0	IT services All teachers

	<p>Microsoft Teams to enable live lessons and sharing of information/activities between pupils and teachers.</p>	<p>-Parents and pupils to agree to and sign home / school ICT agreements to ensure safe use of ICT provision.</p> <p>-Pupils to be sent new email addresses and passwords and to Login at school to enable login to work at home.</p> <p>Practise session between pupil and teacher to check technology for Teams works while at home.</p> <p>Survey to parents about availability of IT resources and connectivity.</p> <p>All pupils who did not have access to a device to learn on have been provided with a laptop from TGAT.</p> <p>Parents and pupils have access to Guides for using Teams and these are available on the school website</p> <p>Remote learning provision information for parents is updated in line with DFE guidance.</p>			<p>J I oversee agreements collection.</p> <p>All devices given out Oct 2020</p> <p>Jan 2021 GD</p>
<p>-Virtual learning to mirror and support learning in school in the event of home isolation due to COVID-19</p>	<p>Learning at home to continue learning for pupils isolating at home that is of the same quality as pupils would access usually at school.</p>	<p>-Careful signposting on the TGPAH website to VLE resources that reinforce learning at school.</p> <p>- Careful cross referencing with curriculum planning in school on MTP to ensure that VLE resources align.</p> <p>-Core Learning Links to be created for each year group by Trust Primary Schools in a rota to be placed on the school website and sent home to support parents at home – sent</p>	none	£0	<p>Class Teachers</p> <p>Trust Schools in a rota.</p>

		<p>home half termly.</p> <p>All pupils have had a booklet for English and Maths sent home so that they can complete tasks on paper if they have problems accessing lessons due to connectivity.</p> <p>Parents who do not have access to a printer at home are able to collect printing from school if needed each week.</p> <p>Additional handwriting books sent home for every child.</p> <p>Minute Grammar Books sent home for every child to access at home.</p> <p>While isolating all pupils took home a selection of reading books to support reading at home- pupils also have access to Oxford Owl.</p>		<p>Photocopying and postage costs (£30)</p>	
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