



Priory Fields School

Everyone Achieving Together

Catch-up Premium Spending (COVID-19)

Priory Fields Primary School

Summary Information

| | |
|----------------------------------|-----------------------------------|
| Number of eligible pupils | Amount of catch-up premium |
|----------------------------------|-----------------------------------|

School catch-up priorities

| Reading | | | | | | | | | Writing | | | | | | | | | Maths | | | | | | | | | | | | | | | | | |
|---------------------|------|-----|---------------------|------|-----|------------------|------|-----|---------------------|------|-----|---------------------|------|-----|------------------|------|-----|---------------------|------|-----|---------------------|------|-----|------------------|------|-----|----|------|-----|---|-----|-----|---|-----|-----|
| Term 3 2019/20 Data | | | Term 1 2020/21 Data | | | July 2021 Target | | | Term 3 2019/20 Data | | | Term 1 2020/21 Data | | | July 2021 Target | | | Term 3 2019/20 Data | | | Term 1 2020/21 Data | | | July 2021 Target | | | | | | | | | | | |
| Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | Yr | EXS+ | GDS | | | | | | |
| R | - | - | 1 | 43% | 8% | 1 | 65% | 13% | R | - | - | 1 | 42% | 8% | 1 | 63% | 12% | R | - | - | 1 | 50% | 10% | 1 | 78% | 18% | R | 72% | - | 1 | 49% | 7% | 1 | 69% | 19% |
| 1 | 71% | 11% | 2 | 42% | 9% | 2 | 67% | 23% | 1 | 69% | 4% | 2 | 37% | 0% | 2 | 62% | 9% | 1 | 73% | 7% | 2 | 49% | 7% | 2 | 69% | 19% | 2 | 78% | 9% | 3 | 33% | 12% | 3 | 78% | 12% |
| 2 | 71% | 14% | 3 | 28% | 9% | 3 | 71% | 9% | 2 | 71% | 3% | 3 | 26% | 7% | 3 | 71% | 10% | 3 | 75% | 18% | 4 | 58% | 12% | 4 | 73% | 18% | 4 | 83% | 21% | 5 | 77% | 9% | 5 | 81% | 13% |
| 3 | 72% | 20% | 4 | 55% | 8% | 4 | 71% | 20% | 3 | 69% | 10% | 4 | 52% | 3% | 4 | 68% | 10% | 4 | 75% | 18% | 4 | 58% | 12% | 4 | 73% | 18% | 4 | 83% | 21% | 5 | 77% | 9% | 5 | 81% | 13% |
| 4 | 81% | 23% | 5 | 68% | 9% | 5 | 74% | 13% | 4 | 72% | 14% | 5 | 66% | 6% | 5 | 74% | 11% | 5 | 83% | 15% | 5 | 77% | 9% | 5 | 81% | 13% | 5 | 83% | 15% | 6 | 76% | 12% | 6 | 82% | 16% |
| 5 | 75% | 19% | 6 | 63% | 8% | 6 | 71% | 16% | 5 | 73% | 12% | 6 | 65% | 10% | 6 | 73% | 12% | 6 | 83% | 15% | 6 | 76% | 12% | 6 | 82% | 16% | 6 | 82% | 16% | | | | | | |

1. Phonics has been identified in both KS1 and LKS2 as areas where some pupils have learning loss and gaps.
2. Reading has been identified across the school as an area that needs to be
3. Some pupils have larger gaps than their peers across the school.
4. Not all pupils have effective learning strategies and behaviours to support catch-up.

Purpose of spend

The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.

What children need

[For all children]

- Supporting great teaching.
- Focus on getting core back on track.
- Supporting parents in ensuring pupils continue to access schooling both physically and on-line as needed.

[For some children]

- Additional support and focus on phonics, reading and maths.
- Additional pastoral support.

Teaching and whole-school strategies

| How the grant will be spent | How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed | Cost |
|--|--|--------|
| Supporting great teaching | | |
| Professional development to deliver explicit QFT ensuring all children with smaller and flexible grouping arrangements. | Progress will be tracked against targets in reading, maths and writing. | £1000 |
| Professional development to deliver explicit programmes to enable teachers to identify misconceptions and closing the vocabulary gap, supporting both pupil's prior learning and next steps. | Assessments in reading, writing and maths demonstrate that pupils are making at least expected progress and closing any lock-down gaps. | £500 |
| Professional development to deliver update training for Support staff in the delivery of phonics. | Phonic delivery ensures pupils make good progress and identified gaps and loss of learning has been eliminated. | £500 |
| Review of Creative curriculum planning to ensure that learning is explicit and progressive with a focus on progression skills, knowledge and understanding. | Progress will be tracked through monitoring of books and pupil voice and the use of IRIS where relevant. | |
| Focus on getting Reading and Writing back on track | | |
| Explicit opportunities created to explore pupil's loss of learning or gaps in learning to identify any additional sessions required for whole class, small groups or individuals. In QFT a focus on vocabulary to continue to build upon prior learning whilst Use of subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being taught is built on sound foundations. | Progress will be tracked against targets set in reading and writing for each year group as outlined above. | £6000 |
| A delivered reading champions programme for small group tutoring in all year groups for those pupils who have been identified as falling behind and needing accelerated progress to secure previous expectations of Expected or Greater Depth. Regular timetabled sessions over a sustained period with regular assessment to measure impact. | Progress will be tracked against targets set in reading for each year group as outlined above. Pupils who have loss of learning due to lockdown have accelerated to pre-lockdown expectations. | £8 000 |
| Additional phonics sessions implemented in KS1 and Year 3 for pupils who have not sustained prior learning. | Phonic tests for Yr1 and Yr 2 pupils are at expected levels at Summer 2021 | £2000 |
| Additional support and focus on GPS and maths | | |
| To provide additional class maths resources to support learning preventing the need to share across. | Practical mathematics supporting pupils understanding of concepts. | £1000 |
| Delivered spelling catch-up programme to support pupil's writing | Progress will be tracked through assessments and writing activities. | £960 |

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| Delivered Maths catch up throughout the year to support loss of learning for some children. | Termly assessments to plot progress and next steps. | £5000 |
| Supporting parents and carers | | |
| A parent helpline (at dedicated time) to support parents that have issues and concerns enabling them access to a key leader within the school. | Parents are reassured and confident in their child coming to school and pupils making at least expected progress. | £1000 |
| Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90%. (£1000) | Progress will be tracked against all targets set for each year group as outlined above. | |
| Additional pastoral support | | |
| Interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, supporting them in the self-regulation of their behaviour. Using smaller class sizes where required due to high anxiety and mental health issues. | Progress will be tracked through pupil data sheets, incidents and progress and attainment data across the curriculum. | £5000 |

Appendix

| Priority | How the grant will be spent | How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed |
|---|--|---|
| Teaching and whole-school strategies | | |
| Supporting great teaching | <p>Provide professional development, to support curriculum planning and focused training on the effective use of technology.</p> <p>Provide support to adjust to changes to improve the quality of teaching.</p> <p>Provide mentor support for those teachers who are in the early stages of their career and those that are more experienced but still need some additional support to secure QFT.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Pupil assessment and feedback | <p>Pay for support to enable teaching staff to assess pupils' wellbeing and learning needs.</p> <p>Pay for support to enable teachers to carry out subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Provide Pupils with additional needs with additional support as required. Providing Task management boards, Personalised booklets, visual timetables.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Provide pupils with additional support as necessary | Provide the support in the development of resources to support teaching within the class. Ensure the environment continues to support pupil's learning in respect of a catch-up programme. | Assessments to ensure that next step learning is under constant review ensuring good progress. |

| Targeted Support | | |
|---|---|---|
| Intervention programmes | <p>Programmes implemented to identified pupils for English and Maths (including spelling and times tables) to meet identified specific needs for individual and groups of pupils. Regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery.</p> <p>Reading Champions programme fully imbedded throughout all year groups to ensure pupils are extending their reading skills. This is aimed at pupils that have lost learning during lockdown and need additional support to build vocabulary, spelling and reading skills.</p> <p>Additional provision such as Thrive, SEMH Champion support focussed on particular groups of pupils to provide pastoral and emotional support. Where required small group support for English and Mathematics for those who are experiencing high level of anxiety.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Extended school time | Provide an in-house tutoring programme to run after school for identified pupils. This will cover English (reading and writing) and Maths (including spelling and timetables). | Track pupil's progress to ensure |
| Support for pupils with SEND | <p>Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</p> <p>Provide resources to create a positive and supportive environment promoting high standards and positive relationships.</p> <p>Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour.</p> <p>Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines.</p> | Progress will be tracked against all targets set for each year group as outlined above. |
| Wider Strategies | | |
| Supporting parents and carers | Set up system to enable parents to access appropriate staff to support where there are concerns and anxieties. | Pupils to attend school Parents anxiety reduced. |
| Access to technology | <p>Provide support to access on-line learning and for teachers to deliver it. Provide practice sessions in school in case of lockdown.</p> <p>Support with devices beyond those of the government issue.</p> | High involvement of Home learning |
| Well-Being Programme for staff and pupils | <p>Well-Being programmes provided for individual pupils and groups to ensure mental health is good.</p> <p>A pro-active well-being group initiated for staff to ensure morale is kept high .</p> | High attendance of pupils and staff. |