



BEECH GROVE PRIMARY SCHOOL



CATCH-UP PREMIUM STRATEGY 20/21

Funding Allocation

Per pupil funding - £80 pp from Reception to Y6

Available for 20/21 only to mitigate the effects of Covid-19

Used to support specific activities to support pupils in line with DfE guidance

Total Allocation = £41,310 (+ additional £12,274 from school budget)

Strategic Aims:

- **Identify the impact of school closure on pupil outcomes and develop plans for targeted support**
- **Support the mental health and well-being of children to ensure they are able to learn effectively**
- **Develop whole school focus on quality first teaching**

Support/Project	Objective	Cost	Outcomes 20/21
Undertake baseline assessments to identify attainment and gaps in knowledge and understanding.	<ul style="list-style-type: none">• Quality first teaching strategies a focus in all lessons• Improving pupil outcomes in Reading, Writing and Maths	No additional cost	

	<ul style="list-style-type: none"> • Pupils demonstrating confidence and engagement in their learning. 		
<p>Additional teacher in Y1 to ensure small class sizes for more intensive intervention quality first teaching. Targeted intervention through small group support.</p> <p>Initial assessments have identified that Writing and Reading along with basic key skills and number in maths have been significantly impacted in Y1 by school closure.</p>	<ul style="list-style-type: none"> • Accelerated progress in Phonics, Reading, Writing and Maths from Sept 20 baseline • Phonological knowledge used in independent Reading and Writing. • Pupils demonstrating progress towards expected outcomes and individual targets. • Pupils demonstrating greater confidence and able to articulate their learning. 	£25,714	
<p>Additional RWI materials to support focus on early reading development.</p>	<ul style="list-style-type: none"> • To promote opportunities for children to apply their phonic skills through decodable books matched to their level. • To promote and encourage reading at home using decodable home reading books matched to the children's phonic ability. • Additional RWI books used for 1:1 reading with the bottom 20% of readers in years reception-Y4 	£3576	
<p>Launchpad for literacy introduced in Nursery and Reception as an intervention strategy to support targeted pupils to reach age expectation in Reading and Communication and Language.</p>	<ul style="list-style-type: none"> • Five teachers trained in Launchpad for Literacy. • Resources to support the programme implemented. • Launchpad for Literacy introduced as a quality first teaching strategy in Nursery and Reception (diagnostic tool) • Launchpad strategies introduced across EYFS demonstrate improvement in children's: <ul style="list-style-type: none"> • Auditory Attention, 	<p>La funded no additional cost for training</p> <p>Resource pack £300</p>	

	<ul style="list-style-type: none"> • Discrimination and memory • Visual attention • Receptive Language • Vocabulary for Early Literacy • Speech sounds • Visual memory 		
Additional HLTA support for Y2 pupils who did not pass the PSC in November '20 and require additional phonics intervention to achieve age expectation by the end of the year	<ul style="list-style-type: none"> • Accelerated progress in phonics towards age related. • Increased PSC scores • Ability to apply phonic knowledge in independent reading and writing. • Increased confidence in writing and reading. 	£10,618	
Pupil's health and well-being supported through the implementation of a whole school mindfulness PSHE approach using the Jigsaw curriculum.	<ul style="list-style-type: none"> • Staff are confident in the implementation of the jigsaw approach through training and collaborative working. • Jigsaw curriculum successfully implemented and delivered across all year groups. • Pupils demonstrate resilience and a calm positive approach in lessons and in and around school. Displaying our "Next Door Neighbour" qualities of respect, tolerance and kindness. • Behaviour reflects high expectations. 	£3,600	
Additional teacher in upper KS2 year groups to undertake small group quality first teaching intervention to accelerate progress of identified groups.	<ul style="list-style-type: none"> • Identified groups demonstrate accelerated progress following targeted support • End of year data demonstrates that a greater number of pupils are at ARE in Reading, Writing and Maths. 	£9,776	

