

Catch Up Premium Spending Strategy

Context
<p>Cheadle Hulme Primary School - Catch Up Premium allocation circa £14k (based on 180 pupils x £80 per pupil)</p> <ul style="list-style-type: none"> • Purpose built free school opened in September 2018 - will be 2FE with 420 pupils on roll by 2024 – currently 180 pupils in Reception to Year 2 and a 34 FTE place Nursery • Due for first inspection but unknown as to when this might happen whilst routine inspections are paused • 1 pupil eligible for Pupil Premium Funding • 18 pupils on the school’s SEN Register
<p>Catch Up Priorities</p> <ol style="list-style-type: none"> 1. S&L – EYFS focus (Wellcomm Intervention) and KS1 focus on vocabulary development and acquisition (Closing the Vocabulary Gap – Tier 2&3 vocab) 2. Early Reading and Phonics – EYFS focus and a KS1 focus 3. Writing esp. boys 4. Arithmetic in Y1&2 5. Social and emotional wellbeing – pupil behaviour 6. Inequalities accentuated by school closures disproportionately affecting our disadvantaged/vulnerable pupils
<p>Strategy Type Key: Teaching & Whole school SGT – Supporting Great Teaching PAF – Pupil Assessment and Feedback TS – Transition Support Targeted 1:1 & SGT – Tuition and Small Group Teaching IP - Intervention Programme EST - Extended School Time Wider SPC - Supporting Parents & Carers ATT - Access to Technology SS - Summer Support</p>

Priority 1 – Speech and Language			
Barrier	Action	Costs	Strategy Type
Speech and Language delays	<ul style="list-style-type: none"> • Provide Wellcomm intervention for all pupils in EYFS and identified pupils in KS1 	£470 for EYFS package £470 for Primary package	IP
Limited ability to articulate thoughts and ideas hindering ability to write	<ul style="list-style-type: none"> • Plan and provide opportunities for pupils to read aloud and recite rhymes, poems and 	£240 for package	SGT

	<p>stories off by heart – identify a resource to support this</p> <ul style="list-style-type: none"> • Tales Toolkit being used in EYFS 	In house training led by KC/HJ	
Limited ability to articulate thoughts and ideas hindering ability to write	<ul style="list-style-type: none"> • Professional Learning based on Development Matters – Supporting the Characteristics of Effective Learning, the adult role which includes e.g. modelling the language of thinking and encouraging open ended thinking 	In-house led by Nursery Teacher in weekly EYP Mtg	SGT
Exposure to and explicit teaching of Tier 2&3 vocab	<ul style="list-style-type: none"> • Professional Learning based on Closing the Vocabulary Gap for all teaching staff • Systematic use of Knowledge Organisers in EYFS arranged by Area of Learning and in KS1 by subject • Provide a vocab rich learning environment to enable staff and pupils to use and apply a wider range of vocab 	£68.15 Oct 2020, £287.69 April 2020 (prices exclusive of VAT – which is charged at 8% on this title)	SGT

Priority 2 – Early Reading and Phonics			
Barrier	Action	Costs	Strategy Type
Current Y2 pupils did not complete Phase 5 Phonics in previous year	<ul style="list-style-type: none"> • Additional daily Phonics session for all pupils with Class Teacher • 8 pupils to have an additional 1:1 session with a Y2 teacher on top of this • Phonics Screening wb 30/11/20 and repeated wb 01/03/20 to check knowledge is secure/plan next steps 	Y2 In house	1:1 & SGT
Current Y1 did not complete Phase 3/4 Phonics in previous year	<ul style="list-style-type: none"> • 1:1 precision teaching for the 5 pupils with most ground to make up • Practice Phonics Screening towards end of Autumn 2 so provision and groupings can be refined for Spring Term1 	In house	1:1 & SGT
Reading skills, fluency, comprehension, spelling and phonics for pupils identified in Y1&2	<ul style="list-style-type: none"> • FFT Lightning Squad Phonics & Early Reading intervention 	£2250	1:1 & SGT

Limited diagnostic information to identify gaps in reading skills	<ul style="list-style-type: none"> • NFER standardised tests to support forensic question level analysis that results in personalised teaching and learning 	£122 Oct 2020	PAF
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Priority 3 – Writing esp. Y2			
Barrier	Action	Costs	Strategy Type
Lack of writing stamina to achieve at least expected	<ul style="list-style-type: none"> • Individual sessions with identified children to establish barriers to development and strategies needed. 	Additional SEN Teacher hours to set up/run £5106	1:1 & SGT
Lack of content to achieve greater depth standard	<ul style="list-style-type: none"> • Additional teaching capacity created in-house through part-time staff working additional hours from November to July: • BW – extra half day to support planning, teaching and assessment of GDS pupils 	£2234 based on £82.76 per half day x 27 weeks until the end of July 2021	SGT

Priority 4 – Arithmetic			
Barrier	Action	Costs	Strategy Type
Basic arithmetic skills are not yet secure	<ul style="list-style-type: none"> • Basic arithmetic skills being taught 3 times a week using 123 Learning (Maths intervention) being used in Year 2 & Year 1 (5 children from each year group) 	£180	1:1 & SGT
Limited diagnostic information to identify gaps in arithmetic skills	<ul style="list-style-type: none"> • NFER standardised tests to support forensic question level analysis that results in personalised teaching and learning 	£730	PAF

Priority 5 – Social and Emotional Wellbeing – Pupil Behaviour			
Barrier	Action	Costs	Strategy Type
Small number of pupils struggling with transition back to school after lockdown	<ul style="list-style-type: none"> • Time to Talk intervention being used in Year 1 & 2 with 10 children (5 children from each year group) 3 x week, group session that focusses on developing social communication skills. • Drawing & Talking Training x 2 (in Year 1 & 2) 	£15.03* x 3 x 26 weeks £1172 Based on a Scale 4 LSA SCP11)	1:1 & SGT IP

	<ul style="list-style-type: none"> Mental Health first aider training (KS) 	£450 £135 for Mental Health First Aid Course (<i>additional £135 for Adult Mental Health Course</i>)	
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Priority 6 – Inequalities accentuated by school closures disproportionately affecting our disadvantaged/vulnerable pupils			
Barrier	Action	Costs	Strategy Type
Limited capacity to undertake additional diagnostic assessment of gaps caused by lost teaching time	<ul style="list-style-type: none"> Bring forward the appointment of an Assessment TLR with a responsibility to focus on overcoming this 	£2873	PAF
Improvements in behaviour in key year groups required to ensure necessary learning gains made	<ul style="list-style-type: none"> N & Y1 teams to be trained in positive handling through Team Teach to support specific pupils 	In-house trainer £93.33 for the compulsory participant books	IP
Challenges presented by Remote Learning disproportionately affecting vulnerable pupils	<ul style="list-style-type: none"> Computing Lead to ensure Learning from Home is as effective as possible and all pupils have equal access to it regardless of circumstance Computing Lead to consult best practice in Remote Learning from: <ul style="list-style-type: none"> EEF Remote Learning Evidence Review EEF Home Learning Approaches (Activate, Explain, Practise, Reflect, Review model) EEF Whole School Assessment report (for guidance on providing high quality feedback) Provide focused training on the effective use of technology for all teaching staff which includes working from home and teaching remotely 	Cost of covering release for Subject Leads (eq. 5 days)- £1000	SGT SPC ATT
Challenge of contact and support for vulnerable families both in and out of lockdown	<ul style="list-style-type: none"> Use of EEF Report on Communicating Effectively with Parents 	As above	SPC ATT

	<ul style="list-style-type: none"> • Computing Lead to work on one-page aide memoire 		
Challenge of having sufficient technology to support pupils remotely	<ul style="list-style-type: none"> • Extra member of Trust IT Team to assist remote learning provision • License costs for remote learning 	£1373	SPC ATT
		£600	