



Grange Primary School Covid-19 Catch-up Premium Strategy



Covid-19 catch-up premium spending: summary

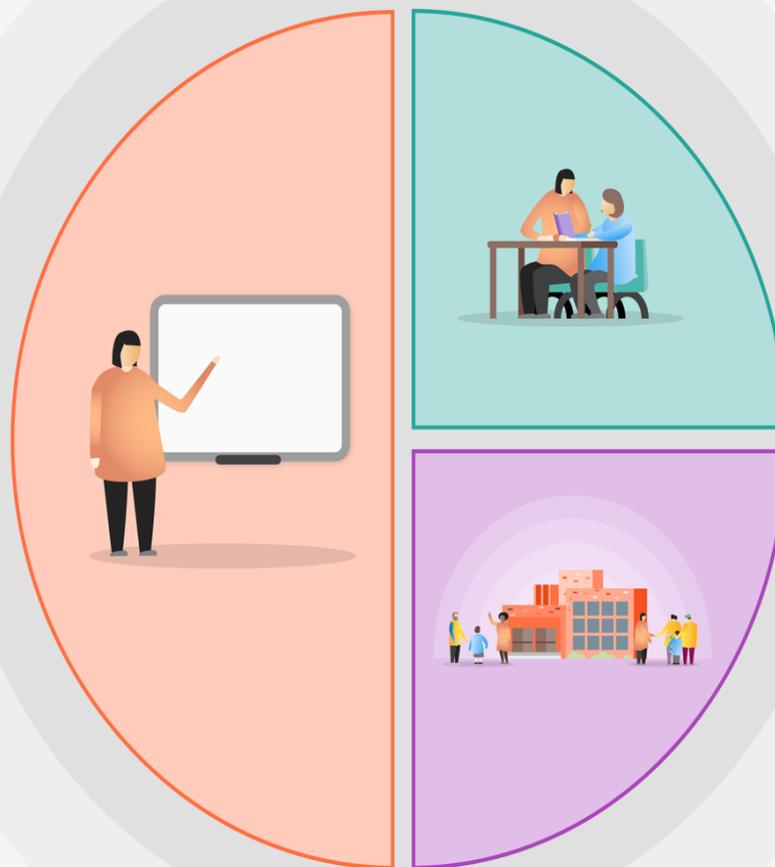
| Summary information | | | |
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| Total number of pupils: | 293 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £23,440 | Date of next review: | Summer 2021 |

At Grange, we are committed to providing the highest quality education for all our children, regardless of background or barrier to learning in all aspects of school life. Following the period of school shutdown, it is vital that children are given the best support and opportunities to counter the effects, both educationally, emotionally and socially, of lost school time. At Grange Primary School, we will be using the following approaches:

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| Teaching | <ul style="list-style-type: none">• Good teaching is the most important tool schools have to improve outcomes for pupils. |
| Targeted academic support | <ul style="list-style-type: none">• Targeted small group and one-to-one support, alongside good teaching, is likely to have the biggest impact.• Every pupil will have been affected differently by Covid-19; setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to enable staff to provide effective support for all children. |
| Wider strategies | <ul style="list-style-type: none">• Grange has provided extensive pastoral support to pupils and families during the pandemic.• Additional support could focus on providing regular and supportive communications with parents to ensure pupils' wellbeing and learning needs are met. |

1. Teaching

- Quality first teaching: planning, teaching, evaluation and monitoring.
- Baseline assessments to identify gaps in learning.
- Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not 'taught' or 'taught, but not fully embedded'. These are being taught alongside a broad and ambitious curriculum.
- CPD to ensure that feedback and questioning used to make next steps explicit to children.
- Daily arithmetic lessons to revisit and consolidate number.
- New reading scheme purchased and implemented throughout the school to ensure children have access to high-quality texts appropriate to their phonic knowledge and reading ability.
- Online reading resources purchased to ensure high-quality provision both in and out of school.
- Access to high-quality resource bases to support quality first teaching.
- High-quality remote education provision for further periods of school/bubble shutdown and pupils self-isolating.
- Phonics lessons twice daily to ensure rapid progress for all KS1 children.
- KS1 curriculum adapted to meet the needs of Year 1 children who missed time and access to EYFS curriculum.



2. Targeted academic support

- End-of-year school report July 2020 informing parents about their child's next steps and how to support at home.
- Speech and language interventions for targeted pupils.
- Individual and small group targeted phonics support.
- Bespoke class/setting arrangements for each phase dependent on need e.g. reading carousel, maths set.
- Live marking and group/1:1 support to address misconceptions.
- Afternoon interventions in all subjects based on group/cohort/individual needs.

3. Wider strategies

- Learning journals introduced throughout the school for children to set challenges and reflect on their achievements.
- Inclusion manager providing extensive pastoral support for families and pupils.
- Inclusion room created as a safe space, with sensory and calming activities.
- Tier 2 mental health worker supporting staff, children and families.
- Whole school enrichment activities planned to celebrate achievements and successes.
- TPP training for staff.
- Outdoor initiatives encouraging children's wellbeing both physically and mentally.

| | Action | Intended outcome | Success criteria | Cost | Impact |
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| Teaching | <ul style="list-style-type: none"> Quality first teaching Curriculum adapted to address lost learning due to school closures High-quality CPD <ul style="list-style-type: none"> Phonics Planning Assessment Reading Writing Maths Coaching and mentoring | <ul style="list-style-type: none"> Through quality first teaching, pupils make good progress and are working within age expectations. Ensuring children have robust prior knowledge and the skills to be able to progress to next stages in their learning. Teachers are able to provide a high quality education for children with a good understanding of progression in all subjects. Bespoke support provided to teachers. | <ul style="list-style-type: none"> Teaching is of a high standard, pupils are making rapid progress and working within age expectations. | N/A | <p>Teacher assessment attainment data:</p> <ul style="list-style-type: none"> KS2 combined 71% KS1 combined 64% Phonics Y1 80% Phonics Y2 89% GLD 60% <p>Next step:</p> <p>Continue to address gaps in learning, particularly in KS1 for children having had disrupted learning in the key early learning time.</p> |
| Targeted academic support | <ul style="list-style-type: none"> Targeted interventions: <ul style="list-style-type: none"> Phonics Toe-by-toe Speech and language Spelling Maths and English Arithmetic | <ul style="list-style-type: none"> Through targeted intervention, pupils' gaps in learning and under attainment is addressed. High-quality support ensures that rapid progress is made. | <ul style="list-style-type: none"> Targeted pupils and groups are making rapid progress and working within age expectations. Gaps in learning are filled and children have robust prior knowledge to build upon. | • £18,000 | <p>High-quality interventions delivered and set-up/run by a highly-skilled teacher enabled gaps in learning to be addressed, outcomes being broadly in line with national average (see above) despite disrupted learning and high-quality transition to ensure that robust handovers took place due to an in-depth knowledge of pupils' strengths and needs.</p> |
| Wider | <ul style="list-style-type: none"> Learning journals | <ul style="list-style-type: none"> Through regular use of their learning journals, pupils are | <ul style="list-style-type: none"> Learning journals are having a positive impact | • £200 | <p>Pupils continue to be supported with their</p> |

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| <p>strategies</p> | <ul style="list-style-type: none"> • Tier 2 mental health worker • Inclusion room • Virtual pantomime • TPP training | <p>able to record their feelings, set targets and actions and reflect on their progress.</p> <ul style="list-style-type: none"> • Pupils are given the opportunity to share their feelings and be provided with support and strategies in a secure, confidential environment. • A safe space is available for pupils to make use of. They are supported by the inclusion manager and can access a range of resources and materials. • Pupils are given the opportunity to take part in whole school events and experiences whilst not attending school. • Staff have a good understanding of behaviour and are able to support children's wellbeing. | <p>on pupils' wellbeing.</p> <ul style="list-style-type: none"> • Pupils are provided with support and strategies to manage their feelings. • Pupils are making use of the provision in place to support their wellbeing. • Pupils enjoyed the experience and valued the opportunity. • Appropriate strategies are being used and teachers demonstrate a good understanding. | <ul style="list-style-type: none"> • £4,000 • £350 • £150 • £300 | <p>emotional wellbeing. With robust systems in place, any concerns or issues are dealt with promptly.</p> <p>SLT have undertaken TPP training and are qualified to deliver this to the staff. We are part-way through the 9 TPP modules with teaching staff.</p> |
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