

# Catch-Up Premium Plan: Senacre Wood Primary School

Summary information					
<b>School</b>	Senacre Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,520	<b>Number of pupils</b>	206.5

## Strategy statement

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- ☑ Supporting great teaching
- ☑ Pupil assessment and feedback
- ☑ Transition support

Targeted approaches

- ☑ One to one and small group tuition
- ☑ Intervention programmes
- ☑ Extended school time

Wider strategies

- ☑ Supporting parent and carers
- ☑ Access to technology
- ☑ Summer support

## Planned expenditure

### i. Quality teaching for all

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	Review date?
Purchase further Read Write Inc phonics books and online package for use within sessions	Teaching in class and in interventions will be increasingly consistent across Key Stage 1, with small steps of progress being carefully monitored through the scheme, including the focus on catch up phonics being taught in Year 2 and 3.	We already use RWInc as a scheme within the school. This will mean that children are able to apply the phonics taught in the morning to the text being read, which will also be used for consolidation in the afternoon.	MC, SN	April 2021
Purchase further Read Write Inc book bag books for use during afternoon consolidation and to streamline Key stage 1 reading scheme.	To ensure that the books being read by children closely match the phonics sound being learnt that week. Each book bag book matches the sound being taught that morning, and these can be used for guided reading, 1:1 reading and comprehension interventions and to be sent home for parents to share with their child.	Our reading books that children take home were published between 2002 and 2010, when there was a different curriculum and phonics was only just beginning to be used in schools.	MC, SN	Aril 2021
Purchase White Rose Maths Premium resources	Support the teaching of maths: in class, whilst completing remote learning and through interventions, to ensure there is a consistency in the resources and variety of question types. The style of White Rose will also ensure pupils are accessing recap questions as part of their small steps.  It will allow staff to further develop their understanding of the small steps to support maths as well as developing staff confidence with a variety of question types including reasoning and problem solving.	As a school, we already base our planning on WRM. Although we do not follow WRM long term plan, we do adopt the small steps and their teaching approach.	DM	April 2021
30 Plug in headphones for tablets.	During the second partial school closure in January, upper and lower Keystage Bubbles were housed in one classroom each. Multiple parts of the remote learning involved teacher inputs, audio instructions and online videos or quizzes, all which needed sound. This purchase will allow the pupils to work alongside each other, or at different speeds or levels of differentiation.	We trialled teaching on year group with the other using the limited headphones we had. We also had sets of in-ear headsets, which were not appropriate for the pandemic or easy to clean. The 30 sets mean that the students in each bubble can have their own headset.	MC	April 2021
<b>Total budgeted cost</b>				<b>3,688.27</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What's the evidence and rationale for this choice?</b>	<b>Staff lead</b>	<b>Review date?</b>
Purchase RWInc Fresh Start resources for Year 4.	To target the small group of children who are not able to access whole class reading sessions as they are still learning to read and spell fluently. The gap will be bridged for the end of phonics interventions for this year group, who are currently not access Fresh Start as Year 5 and 6 do, but still require a high level of intervention to replace reading and spelling sessions to ensure children leave Key Stage 2 able to read.	Fresh Start is aimed at children aged 9 to 11 who still cannot read fluently. The children selected from Year 4 are already 9 and need a higher level of intervention and more integrated approach than phonics groups during class spelling sessions. These children have also been in phonics groups for 2 academic years beyond their peers so targeted individualised support is required immediately.	MC, BH, SN	July 2021
Purchase Speech Link programme	To target the groups of children across the school – particularly in EYFS and KS1, who have unclear or absent speech sounds or disordered speech. Poor Speech skills are an identified area of needs	Speech Link is familiar to teachers and TAs with 3 staff members specifically trained in the intervention and has a track record in school of success. Speech Link have developed a Parent Portal which can be accessed by remote learners. Speech Link must be accessed for a number of sessions before a student can be referred to Speech and Language Therapy and evidence of home support is accepted.	EB, SS, SK	£180 for whole school access  July 2021
Purchase Nessy Reading And Spelling Dyslexia Support Programme	To target individuals who have been screened as at high risk of Dyslexia from LUCID Dyslexia screening and when the programme recommends Nessy software to support Dyslexia needs.	Nessy has proven records of success and promoting accelerated progress ; recommended as a high-quality evidence-based program by AUSPELD and DSF 1, global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award. It is a structured synthetic phonics (SSP) program, which is an approach recommended by EEF. Nessy can be accessed by remote	EB, MC, SN	£262 for 15 licences  July 2021

		learners using passwords. Nessy is recommended for students aged		
<b>Total budgeted cost</b>				<b>£442</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What's the evidence and rationale for this choice?</b>	<b>Staff lead</b>	<b>Review date?</b>
An one year educators' subscription to SurveyMonkey for 2021/22 at a cost of £288 per annum <a href="https://www.surveymonkey.com/pricing/educational/?utm_source=pricing-summary%20teams-summary&amp;utm_source2=new_analyze">https://www.surveymonkey.com/pricing/educational/?utm_source=pricing-summary%20teams-summary&amp;utm_source2=new_analyze</a>	To use the software to action parent surveys, gather interest of feedback on new ideas, to use for pupil feedback in class and to monitor staff wellbeing (we have used the platform for this in the first lockdown.) This paid version allows us to download and analyse responses in Excel as well as present to governors in PDFs and PowerPoints.	3 staff members can have access to the survey software which provides response analytics for 5000 responses per month, instead of 100 per survey, which does not show us the full picture of the amount of families we have in school.	MC	July 2021
5 Amazon Fire Tablets @ £50 each	To lend to vulnerable families who are working on a mobile device.	This information was gained as part of a survey and text sent to all parents to see where the need was greatest. All 5 tablets have been allocated and there has been an increase in work from those families who are now running home learning on the tablet given.	MC	April 2021
4GEE WiFi Mobile Hotspot £40	Pre-loaded device which was lent to a Pupil Premium/SEN family who qualified for a laptop but had no WiFi.	The child in question is Year 6 where 4 to 5 hours of learning is set a day. This has re-motivated the student, meant that mum does not have to use her phone and own mobile data and that learning can be completed more independently.	MC	April 2021
<b>Total budgeted cost</b>				<b>£578</b>
			<b>Cost paid through Covid Catch-Up</b>	