

Coronavirus (COVID-19) Catch-up Premium

Planned expenditure 2020 / 21 - £14,215.89 – total spend so far.

Planned Expenditure- £ 409.45					
Academic Year		2020/21			
Extra reading scheme books for all year groups					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Due to the fact that books need to be quarantined in between use, more reading scheme books will need to be purchased to ensure that children have access to good quality / phonetically decodable books.	Big Cat Books to be ordered in line with the schools current reading scheme.	Proven impact on reading in all year groups since we first purchased the books.	Staff will continue to use the schools reading scheme with new reading scheme books added to the current collection.	MC	Termly phonics scores Year 2 (Aut 2) and Year 1 (Summer 1) Phonics screening End of year attainment and progress scores

Planned Expenditure- £ 2250 - 30 children in groups of 3					
Academic Year		2020/21			
Maths Tutoring					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Identify children who require catch up support in Math and run 1-3 interventions in the small resource room, using an online tutor. Pearson PLC	Year 5 and 6 children who have fallen behind will be identified during Autumn Assessments. Children will be group with 3 with other children as receive either online or in person tuition. 1xWeek for 15 Weeks £225.00 per group of three Up to 15 children per class	Pearson PLC are an approved Tuition Partner as part of the Governments National Tutoring Programme. The schools Maths Lead is an author with Pearson and has contributed to the resources used as part of their maths programme.	Half termly and termly NFER and SATs assessments. TW (maths lead) to monitor / observe some of the maths lessons	TW JVK BB to sit with children for intervention	Half termly and termly following NFER and SATs assessments.

Planned Expenditure- £2400 - 2 afternoons					
Academic Year		2020/21			
Phonics Intervention					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Identify children who require catch up support in Phonics and run a small group intervention using schools Year 2 teachers – Supply on day off	<p>Year 1 and 2 children who have fallen behind will be identified during Autumn Assessments.</p> <p>Children will be put into small groups and receive 1x weekly additional phonics intervention for 6 weeks before being re-assessed</p> <p>1 afternoons supply teacher – Approximately £100</p>	<p>Year 2 teacher has previously run workshops and interventions for phonics with parents which have had positive impacts on children’s phonics scores.</p> <p>Both teachers are very experienced Outstanding teachers who already work in school and are able to quickly identify the gaps in children’s phonics knowledge.</p>	Phonics assessments every 6 weeks to track progress and change groups if necessary.	SH	<p>Half termly following Phonics assessments.</p> <p>Following Year 2 and Year 1 Phonics screening.</p>

Planned Expenditure- £ 1320					
Academic Year		2020/21			
CGP revision guides for all KS2 children					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Children to have resources available in event of lockdown / additional learning at home.	School to purchase CGP Catch-up Bundles KS2– Handwriting, Comprehension, SPAG, Maths Study and Workbooks, Mental Maths book, 10 Minute Maths Workout book	Revision guides and resources used so that all children have access to resources suitable for their age group and in line with the national curriculum.	<p>Books purchased by school and given out in packs to each child.</p> <p>Letters sent home outlining when to be used</p>	MC & Class teachers	Parent questionnaire in summer term

Planned Expenditure- £1000 approximately, depending on cost of covering staff and pay scales – The resources free.					
Academic Year		2020/21			
Nuffield Early Language Intervention					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Children who show weakness in their oral language skills and who are at risk of experiencing difficulty with reading to receive structured intervention	<p>Nuffield Early Intervention Programme to be purchased and intervention to be run by a TA</p> <p>A comprehensive pack of resources provides:</p> <ul style="list-style-type: none"> - lesson plans designed to be delivered by non-specialist teaching assistants as well as teachers - engaging materials, including picture cards and a puppet, to support children as they learn - assessment support to help monitor progress. <p>More information available at http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/neli/neli_quicklook.pdf?region=uk</p>	<p>The Department for Education is working with the EEF and other partners to scale up delivery of the Nuffield Early Language Intervention (NELI).</p> <p>NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.</p>	<p>SENCO / SLT / Class teachers to monitor the progress of specific children during progress meetings.</p> <p>SENCO to observe input</p> <p>TA to feedback children's progress to class teacher fortnightly</p> <p>TA to have training and timetable to deliver input</p>	<p>SENCO</p> <p>EF</p> <p>HD</p> <p>SMol</p>	<p>The 20-week programme is divided into two 10-week blocks. Each week, children take part in three group sessions and two individual sessions, focusing on vocabulary, listening and narrative skills in the first 10 weeks, with more letter-sound knowledge and phonological awareness introduced during the second 10 weeks.</p> <p>Children to be assessed regularly throughout and at the end of each 10 week block</p>

Planned Expenditure- £3331.84					
Academic Year		2020/21			
16 CHROME BOOKS AND CHROME BOOK TROLLEY					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Children in KS1 to have access to chrome books to enable them to access Computing	School to purchase 16 chrome books and a trolley to be kept in KS1 bubble.	Children currently do not have access to computers due to risk assessments in place for quarantine of resources. These	Chrome books bought and installed ready for use.	BQ	n/a

Curriculum (currently limited due to Covid Risk Assessments and Quarantine of resources)		are currently kept in KS2 due to need for Year 4 Multiplication Check			
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Planned Expenditure- £1500

Academic Year 2020/21

Attachment training

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Staff to have a greater Knowledge of Attachment so that they can provide support for Developmental Vulnerabilities in: <ul style="list-style-type: none"> - Executive functioning - Regulation - Psychological development 	AC Education - recommended by the Virtual School to run staff training. 3x2 hour sessions for all staff online currently with 1 online CPD training afterwards and access to resources- normally.	As children, we lay down templates (an internal working model) for how the world works. This includes how we feel about ourselves, how we feel about other people, how we feel about the world. If we've had attachment to adults who've attuned to our needs, empathised with our feelings and emotional states, and who've been reliable, consistent, and been able to readily repair our relationship with us when things go wrong, our template will be secure and positive.	<ul style="list-style-type: none"> - Have a good understanding of the impact of significant relational traumas and losses upon pupils - Have attachment principles firmly embedded within all their policies - Use an attachment framework to understand behaviours - Know who the troubled pupils are in their school - Prioritise employing and supporting key adults to build special relationships with troubled pupils 	BQ/ SENCO	

Planned Expenditure- £400

Academic Year 2020/21

Sir Linkalot

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Children to make significant progress with their Spelling scores.	Purchase of app licence for Sir Linkalot https://www.sirlinkalot.org/	Sir Linkalot is being used by lots of schools and has been recommended by dyslexia outreach as a brilliant resource to improve children's spelling	Parent and pupil survey and monitoring pupils usage and scores using online tool	MC, Class teachers	Termly spelling NFER assessments as well as weekly spelling scores.

					Annual assessments and TA writing.
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Planned Expenditure- £500 (resources)					
Academic Year		2020/21			
Reading and Grammar after school interventions					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Children to make significant progress with reading and grammar scores	<p>Purchase headsets, grammar and reading resources.</p> <p>Ask staff to run 2 X 1 hour per week interventions for 2 groups of maximum 6 children.</p>	<p>EEF – Small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities.</p>	Assessments on entry and exit	MC, Class teachers	<p>Termly spelling NFER assessments as well as weekly spelling scores.</p> <p>Annual assessments</p>

Planned Expenditure- £624.60 TA overtime 30 mins per day x 5 x 2 TAs					
Academic Year		2020/21			
Early Morning Maths sessions					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Children in year 6 and 4 to make progress in timetable fluency in preparation for KS2 SATs and X table assessments.	Children to be invited into school every morning from 8:15 – 8:45 before school starts.	TTRS has proven to improve fluency in x tables previously at St Johns. Limits to laptops due to Covid has meant that children have had less time to practice this in school.	Class teachers and SLT to monitor attendance and pupil progress.	MC, Class teachers	<p>½ termly TTRS assessments</p> <p>½ termly / termly NFER and x tables assessments.</p>

Planned Expenditure- £480 - £40 per session					
Academic Year		2020/21			
After School Maths Year 4					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented	Staff lead	When will you review implementation?
Children in year 4 to make accelerated progress in their maths. 75% children to meet expected standard by end of year 4	Selected Year 4 children to be invited into school after school 1 x week for 12 weeks 3.10 – 4.10 1 x week Class teacher to be paid overtime to teach the class.	EEF – Small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	Class teachers and SLT to monitor attendance and pupil progress.	MC, Class teachers	½ termly / termly NFER and x tables assessments.