

Primary Catch-up Grant Plan

School	Silverdale Primary Academy	Allocated Grant funding	£13, 920
Number of pupils	195	% Pupil Premium pupils	29%
Identified key barriers to future attainment:			
<ul style="list-style-type: none"> • Low starting points in CLL and PSED at EY entry baseline, due to gaps in language acquisition and valuable impacting on managing feelings and behaviour 			
<ul style="list-style-type: none"> • Gaps in coverage of the summer curriculum in maths 			
<ul style="list-style-type: none"> • Fluency and recall of number facts, fractions percentages and decimals and the application of the four operations to problem solving 			
<ul style="list-style-type: none"> • Poor acquisition of Phonics from Reception to Year 2 			
<ul style="list-style-type: none"> • Lack of exposure and access to high quality reading materials 			
<ul style="list-style-type: none"> • Gaps in learning across Reading writing and Maths resulting in low starting points 			
<ul style="list-style-type: none"> • Inconsistent attendance overtime, with limited access to technology resulting in low starting points and less than expected progress overtime 			
<ul style="list-style-type: none"> • Lost learning time throughout the school day due to restrictions of school building facilities 			

Teaching and Whole School Strategies		
Actions	Intended impact	Cost
Gaps in Coverage of Summer Term Maths Curriculum Fluency and recall of number facts, fractions percentages and decimals and the application of the four operations to problem solving		n/a

<p>Review the previous year curriculum to identify gaps that weren't taught Identify Gaps that need to be covered during current Year group units Maths Lead to plan with staff, using White Rose materials and S planning to scaffold gaps from previous year group through to current year group Identify Gaps that can be taught and reviewed through daily arithmetic</p>	<p>To ensure that teachers are aware of gaps not being taught in previous year group, as well as being secure in subject knowledge of what needs to be taught in Maths in current year groups. To deliver Maths learning that enables children to close gaps rapidly in order to access current year group Maths objectives.</p>	
<p>Poor acquisition of Phonics from Reception through to Year 2</p> <p>Use RWI Development Day to support new Early Reading/ Phonics Lead in ensuring high quality daily RWI as well as improving leadership to rapidly improve outcomes Ensure newest members of staff delivering RWI access virtual RWI training as soon as possible Purchase online RWI phonics Portal to provide further CPD through access to models of best practice</p>	<p>Ensure all staff are RWI trained and able to deliver high quality daily RWI sessions to ensure children maintain projectory towards reaching the Phonic Standard at the end of Year 1 and Year 2.</p>	<p>£620 £180 £160</p>
<p>Gaps in learning across Reading, Writing and Maths resulting in low starting points</p> <p>Focus CPD on QFT including; Rosenshine is at the forefront of the teaching and learning Policy and practice Arrange Kagan training for staff, ensuring all teaching staff attend to allow for collaborative learning within the bubble CPD on quality feedback for impact for Maths and English lessons Continuous training on the benefits and application of technology support teaching and learning To support QFT of writing, provide high quality training in T4W to then be implemented in EY through to Year 6</p>	<p>Ensure QFT in all year groups to accelerate progress from low starting points</p>	<p>n/a</p>
<p>Lack of exposure and access to high quality reading materials</p> <p>Purchase Bug Club online reading and establish good reading routines with home reading Raise the profile of reading through class assemblies with parents focused on reading Set up and establish online learning for home learning with clear links to reading expectations Provide CPD for reading leads to leads to enable them to train staff in setting up and monitoring Bug Club Link the whole class guided reading to Writing Genres adapting the Whole School Reading Spine</p>	<p>Children from Year 2 to Year 6 are accessing Bug Club and reading at least four times per week</p>	<p>£900</p>
<p style="text-align: right;">Total Cost Allocated cost from catch up Grant</p>		<p>£1860 13%</p>

Targeted Strategies

Actions	Intended impact	Cost
<p>Gaps in learning in CLL and PSED at Reception baseline</p> <p>Ensure Reception children catch up with language acquisition;</p> <ul style="list-style-type: none"> ✓ Implement and deliver the Nuffield Early Vocabulary 	<p>By the end of EYFS ensure that strong progress is made in CLL and PSED from baseline resulting in pupils reaching their projected target to achieve GLD</p>	<p>£325</p>
<p>Gaps in acquisition of Phonics showing in baseline data for pupils in Year 2</p> <p>Ensure that pupils in Year 2 catch up rapidly;</p> <ul style="list-style-type: none"> ✓ One to one RWI tuition in place for identified pupils 	<p>By the end of Year 2 pupils reach their projected target of meeting the Phonics Standard</p>	<p>tbc</p>
<p>Support for Mental Health and Wellbeing of all individual pupils who are not coping when returning to school</p> <p>Ensure pupils mental health and wellbeing needs are being met;</p> <ul style="list-style-type: none"> ✓ Provide counselling to pupils that need additional support with wellbeing ✓ Provide Dove counselling where pupils need further support with coping with grievance ✓ Provide series of Tweensafe lessons through Local Support Team 	<p>Ensure that children’s wellbeing does not hamper pupil progress and resilience to learn</p>	<p>£700</p>
<p>Low starting points in PIRA reading baseline in Year 3 to Year 6 Specific gaps in vocabulary, language, structure and presentation identified</p> <p>Ensure that pupils with PIRA SS score of 85+ make strong progress towards 95+</p> <ul style="list-style-type: none"> ✓ Baseline PIRA tests and analysis ✓ Increase the school day by an additional 30 minutes for Y4 to Year 6 ✓ Purchase SHINE product linked directly to PIRA gap analysis ✓ Intervention based on SHINE for children 85-95+ minimum of 3 times a week 	<p>In Year 3 to Year 5 increase the baseline SS making strong progress towards 95+ SS in PIRA</p> <p>In Year 6 close gap to ensure that pupils reach their projected targets in Reading</p>	<p>£1650</p>
<p>Low starting points in PUMA reading baseline in Year 3 to Year 6 Specific gaps in vocabulary, language, structure and presentation identified</p> <p>Ensure that pupils with PIRA SS score of 85+ make strong progress towards 95+</p>	<p>In Year 3 to Year 5 increase the baseline SS making strong progress towards 95+ SS in PIRA</p>	<p>£1650</p>

<ul style="list-style-type: none"> ✓ Baseline PUMA tests and analysis ✓ Increase the school day by an additional 30 minutes for Y4 to Year 6 ✓ Purchase SHINE product linked directly to PIRA gap analysis ✓ Intervention based on SHINE for children 85-95+ minimum of 3 times a week 	In Year 6 close gap to ensure that pupils reach their projected targets in Reading	
Total Cost		£4325
Allocated cost from catch up Grant		31%

Wider Strategies		
Actions	Intended impact	Cost
<p>Inconsistent attendance overtime, with limited access to technology resulting in low starting points and less than expected progress overtime</p> <p>FLO to set up spreadsheet to track Covid related absence FLO to track absence below 95% with the support of VIP consultancy and ensure access to outside agency support where possible Continuity of Learning Plan to implemented Purchase Chromebooks, Webcams, Visualisers to enable pupils to access online learning from home where needed CPD consisting of training on Teams and webcams for all staff so that live streaming can commence after half term as part of the Continuity of Learning Plan</p>	<p>Every pupil has access to high quality continuity of learning when learning from home, including access to a suitable device</p> <p>Teachers have the knowledge and equipment to live stream lessons with confidence when needed</p>	<p>£6032 Chrome books £295 Visualisers £66 Webcams</p>
<p>Lost learning time throughout the school day due to restrictions of school building facilities</p> <p>Currently, 20 minutes per time to toilet the whole class and adults to ensure that bubbles don't mix and overall losing approximately 6 hours of lost learning time per day across the Year 1 to Year 6 Compare quotes on porta loos for KS2 classrooms verse toilet attendant</p>	<p>Learning time is increased for all pupils resulting in greater progress over time</p>	<p>£1342</p>
Total Cost		£7735
Allocated cost from catch up Grant		56%

Summary Catch-up Grant allocation

Strategy	Cost
Teaching and whole school	1860
Targeted	4325
Wider	7735
Total	13920
Allocation	13920