



Prees CE Primary School

Catch Up Funding 2020-2021

Tiered Approach	Evidence Base	What	Who/When	Cost	Comments
Quality first teaching - explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components for high quality teaching for all children.	<p>EEF 'Special Educational Needs in Mainstream Schools'</p> <p>Trial approach to explicit instruction - Rosenshine's 'Principles of Instruction'. Teaching and Learning Toolkit and EEF guidance reports.</p> <p>Great teaching toolkit - evidence review</p>	<p>Literacy First to support teaching of English.</p> <p>Metacognition Training.</p> <p>Appraisal – Action research based target</p> <p>Ready to Progress Mathematics Catch up</p> <p>All classes</p>	<p>Training during closure – free CPD</p> <p>All teachers and TAs Spring Term 2021</p> <p>Appraisal – all staff - 2020-2021</p> <p>Release for staff to look at information/resources/planning information</p>	<p>NA</p> <p>£1,000</p> <p>None – staff meeting time to be planned each half term</p>	
High quality assessment of concepts to provide gap analysis from previous year.	<p>Will help to recover learning loss. Effective diagnostic assessments are rooted in classroom practice, such assessment may include the use of verbal questions, short answer quizzes and multiple-choice questions etc. These low stakes approaches have the benefit of more precisely diagnosing gaps in learning.</p>	<p>EYFS Baseline/PIRA/NFER</p> <p>Development matters to close gap. Y1 teachers more EYFS curriculum for Autumn Term</p> <p>PIRA/NFER assessments – termly.</p> <p>Assessments on DC Pro</p>	<p>Reception Teachers – Oct 2020</p> <p>Year group Teachers – September/December/March/July</p>	£900	

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		<p>Use of low stake approaches to assess prior learning/gaps in learning at start of lessons.</p> <p>Stoke Speaks Out Resources – SLCD baseline in EYFS</p> <p>Missing learning objectives from previous year identified and built into planning.</p> <p>NCETM – Ready to Progress documents</p>	<p>Autumn term baseline in nursery</p> <p>Year groups/Teachers</p> <p>Resources purchased for start of autumn term planning</p>	<p>Release to adapt planning. £400</p>	
<p>Assess children's wellbeing and engagement with school through Leuven Scale</p>	<p>Assessing Learning in the new academic year</p> <p>Back to school. Meaningful and Manageable Assessment</p>	<p>Rec/Y1 Leuven Scale/Years 2-6 EBPU</p> <p>RSHE curriculum to ensure the PSH curriculum covers any gaps missed during school closure;</p>	<p>Rec/KS1/KS 2 – wellbeing and engagement baseline – Spring term/repeat in summer</p>		

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<p>Training for effective remote teaching in the event of unplanned school closure through Seesaw.</p>	<p>Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.</p> <p>Remote Learning: Rapid Evidence Assessment</p> <p>Best Evidence to support remote learning</p>	<p>Seesaw – purchase full package to support home learning</p>	<p>All teaching staff – training provided by Shropshire Council</p>	<p>£1,700</p>	
<p>Revisit homework policy</p>	<p>Strategies such as using technology to support retrieval practice and self quizzing can help children retain key ideas and knowledge. Schools may seek to embed such practices through their approach to homework etc.</p>	<p>See above</p> <p>Oxford Owl</p> <p>Espresso</p>	<p>NB/CS Spring Term 2021</p>	<p>SMT</p> <p>CS – to monitor access termly</p> <p>JK – ensure parents and children have login information in new reception</p>	
<p>Access to technology</p>	<p>Using digital technology to Improve Learning</p> <p>Ensuring access to technology is key, particularly for disadvantaged children.</p>	<p>Letter to parents of PP children to ascertain what digital access they have at home– identify need from questionnaire</p>	<p>Spring Term 2021</p> <p>Potential purchase of devices to support home learning e.g. Dongle</p> <p>Utilise any spare laptops from donate a laptop scheme.</p>	<p>To be confirmed</p>	

Tier 2: Targeted Academic Support

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<p>Targeted one to one/small group interventions – clearly linked to whole class teaching, ensure consistent delivery and any relevant training.</p>	<p>Structured interventions, ideally with reliable evidence of effectiveness: Sessions are often brief (15-45 mins), occur regularly (e.g. 3-4 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced teachers. The intervention has structured supporting resources and lesson plans with clear outcomes. HLTA to follow the plan and structure of the interventions. Assessments are used to identify appropriate children, guides areas for focus and track children’s progress. Connections are made between the out-of-class learning in the interventions and classroom teaching. Making Best Use of Teaching Assistants</p>	<p>NELI programme EYFS</p> <p>Stoke Speaks Out Assessment in EYFS to provide baseline</p> <p>SLCD support in school</p> <p>NCETM – Ready to progress documents</p>	<p>Targeted support</p> <p>Assessment of children by class teacher/year group lead/HLTA</p> <p>PS/KP – NELI programme</p>	<p>Release time to attend training. £500</p> <p>Staff costs - £5,000</p>	

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<p>Planning for children with SEND.</p>	<p>Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps. Creating a positive and supportive environment that promotes high standards and positive relationships will help access the best possible teaching. Consistent routines important for behaviour in school and this proactive approach to behaviour will support all children, including those with SEND. An important principle for teachers in managing behaviour is to get to know and understand each child, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Children will need teachers/teaching assistants to scaffold self regulation to support them in organising equipment, their time and remembering routines.</p> <p>SEND in Mainstream</p>	<p>Behaviour Support</p> <p>One page profile be completed</p> <p>Half hour SEND meetings to take place via TEAMs telephone</p> <p>Liaise with external agencies to best support SEND children e.g. Ed Psych, LS</p>	<p>Teachers</p> <p>Teachers – each term</p> <p>HR</p>	<p>£500</p>	

Tier 3: Wider Strategies

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<p>Re-establish classroom routines, primarily as part of good teaching.</p>	<p>The EEF has summarised the best available evidence in our guidance report, <i>Improving Social and Emotional Learning in Primary Schools</i> A common misconception can be that children's wellbeing and social emotional learning is separate from their academic, curriculum-based learning.</p>	<p>Wellbeing focus for children. Information placed on website/shared with parents Use of Espresso to support delivery of news within the classes ELSA support</p>	<p>Information shared with staff. Built into planning. Trained ELSA</p>	<p>£550</p>	
<p>Monitor attendance of children; focus on persistent absence. Links with EWO e.g. family meeting</p>		<p>EWO – Molly Allman to support attendance e.g. family meetings Monitor attendance of PP children – persistent absence</p>		<p>NB/JK/EWO</p>	

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<p>Sustaining parental engagement</p> <p>Consider these 5 tips for sustained communications with parents across the next academic year:</p> <ol style="list-style-type: none"> 1. Develop a clear plan for your communications with families across the academic year. 2. Audit your current communications (especially with less involved families) to assess what has worked well and what has not during the period of school closures and the planned return. 3. Try to personalise messages as much as possible, being aware of varying literacy levels and the need for any translation. 4. Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents. 5. Avoid, where possible, complex communication about curriculum content, but focus support on self regulation, such as establishing a quiet place to work, organisation of equipment, and work routines and habit 	<p>Close engagement during this challenging time is clearly crucial to ensure that children are supported to learn and thrive, and that parents are able to provide this support without the expectation that they fulfil the role of teacher.</p>	<p>Regular telephone calls with families.</p> <p>Parents meetings: Via telephone.</p>	<p>NB</p>		

Research Schools Network

The Research Schools Network supports schools in using evidence to improve outcomes for disadvantaged pupils. For more information, including about courses and training, see:

<https://researchschool.org.uk/>

Covid-19 support resources for schools

Resources designed to be used by schools and parents/carers to support home learning, based on EEF guidance reports. <https://eef.li/school-closures>