



Dream Believe Achieve

Red Hall Primary School

Catch Up Premium Strategy Statement 2020 - 2021

School Summary information

School	Red Hall Primary School				
Pupil Premium Lead	Julie Davidson				
Governor Lead	Not assigned				
Academic Year	2020 - 2021	Total Catch Up Allocation	£14.000	Total number of pupils	220 Pupils from R- 6 175

Targeted Academic Support for Current Academic Year

Measure	Activity
<p>Priority 1 – Teaching and Targeted Academic Support</p> <p>Assessment is used effectively and interventions for identified pupils are targeted and specific.</p> <p>Identified pupils make accelerated progress in English, Maths and Phonics</p> <p>Improve levels of Speech and Language and Early Literacy within the Early Years.</p>	<p>1:1 or targeted small group tuition for English and Maths</p> <ul style="list-style-type: none"> • Appointment of Academic Mentors to support English tuition at Key Stage 1. • Use of Level 3 teaching assistant expertise to deliver wider curriculum sessions in foundation subjects, releasing the teacher to deliver high quality intervention in English and Maths. • Use of School's Direct Student Trainees to release teachers for additional tuition groups - Y5 to support Y6, Y2 to support Y2, Nursery to support Reception • 8 pupils identified as Vulnerable by Social Care accessing Third Space Learning Maths Intervention weekly from 27/11 after school (Fully funded due to successfully application bid) <p>Participate in the Nuffield Early Language Intervention (NELI) programme for 4-5year olds. (Fully funded due to successfully application bid)</p> <ul style="list-style-type: none"> • Identify children to participate in the 20-week intervention • Staff to access online training <p>Phonics Catch Up interventions in Y2 and 3</p>

	<p>EEF* references a three-way relationship between the tutor, teacher and pupils impacting upon small group or 1:1 tuition is effective.</p> <p>EEF* notes that assessment can help teachers determine how to most effectively support their pupils. EEF* state that subject-specific can be used to identify particular areas in which pupils have forgotten or misunderstood key concepts. EEF* notes that standardised assessments might be used to identify pupils who would benefit from additional catch up support. Providing pupils with high quality feedback, building on accurate assessment is likely to be a promising approach.</p> <p>EEF* recognises that targeted intervention in Literacy skills is crucial as extensive evidence shows that long-term negative impact of beginning the next phase of education without appropriate skills is significant.</p>
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Wider Strategies for Current Academic Year	
Measure	Activity
<p>Priority 2 – Wider Strategies</p> <p>Pupils have access to technology to access scaffolding, practice and feedback from their teachers when required to.</p>	<ul style="list-style-type: none"> Teaching staff are confident in the use of Remote Learning Tools through attending high quality CPD opportunities. School is sufficiently equipped for staff to deliver Virtual Learning Experiences from their classrooms to pupils in Isolation (use of webcams, Google Meets) Support for parents in the use of the Virtual Learning Access to technology for pupils in and out of school through the purchase of laptops for use by children who don't have the technology available to them. <p>EEF* note that pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home.</p> <p>EEF* state that ensuring every teacher is supported and prepared for the new school year is essential to achieving the best outcomes for pupils.</p>
<p>Priority 3 – Wider Strategies</p> <p>Pupils have access to support for their emotional health and wellbeing .</p>	<ul style="list-style-type: none"> Virtual counselling sessions for the most vulnerable pupils who require this. Additional time allocated from ELSA workers to supporting children beyond the classroom. <p>EEF* recognise that interventions might focus upon other aspects of learning such as behaviour or pupils' social and emotional needs.</p>

1. Review of expenditure

Academic Year			
Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Identified pupils make accelerated progress in English and English	Progress will be tracked through pupil progress meetings on a half termly basis and through professional dialogue with teachers. Pupils will meet ARE		Academic Mentor for English £3000
Assessment is used effectively and interventions for identified pupils are targeted and specific.	Year 2 pupils making accelerated progress to develop and embed phonic knowledge and early reading skills Children's language gap will close.		1:1 and small group tuition costs £6000
Pupils have access to technology to access scaffolding, practice and feedback from their teachers when required, to	All children will be able to access the school's blended learning approach and participate during periods of isolation. No lost learning. Children continue to make expected progress.		£2000 to purchase equipment £200 of this to purchase Webcams for each classroom
Pupils have access to support for their emotional health and wellbeing as and when required.	Children are supported with their emotional health and well-being needs, which may have been impacted further due to Covid-19, and are ready to access learning again.		£3000