

Primary Catch-up Grant Plan – Reviewed End of Spring 2021

School	Beacon View Primary Academy	Allocated Grant funding	£31,920 Autumn Payment £7,980
Number of pupils	409	% Pupil Premium pupils	57.7% (236 out of 409)
Identified key barriers to future attainment:			
1) Principles of Rosenshine not fully embedded which impacts on consistency of quality of T and L (particularly with new staff)			
2) The ability of staff to identify gaps in attainment in core areas, confounded by the recent change of assessment systems (from CM to O’Track)			
3) The challenge of providing access to high quality teaching and learning resources and consistent teacher input when isolating at home.			
4) Poor phonics levels across the school with the improvements (in the teaching and assessment of phonics) seen before lockdown in their infancy and so not embedded.			
5) Reduced access to high-quality phonetically-decodable books due to Covid-19 quarantine restrictions and books not being returned after previous school closure means children do not have the books they need to learn to read.			
6) To review the curriculum provision across the school so that teaching and learning focuses on the key objectives the children need to learn.			
7) Reading performance across the school has dipped with significant gaps in some year groups (Baseline on track for ARE Yr 2- 28%, Yr 3 – 32%) and not all gaps can be plugged with QFT.			
8) Maths performance across the school has dipped with significant gaps in almost all year groups (Baseline on track for ARE Yr 2 – 32%, Yr 3 – 24%, Yr 4 – 20%, Yr 5 – 30%, Yr 6 – 41%) and not all gaps can be plugged with QFT.			
9) Writing assessment indicates significant regression across the school in particular with basic skills and stamina. Not all gaps can be plugged with QFT.			
10) Improvements in the quality of teaching in EYFS, including continuous provision, are in the early stages and so could impact on the progress and attainment of the youngest children (baseline data shows 34% on track for GLD)			
11) Language skills have been identified as a barrier through baseline assessment in EYFS with speaking the lowest strand overall. This is particularly low for disadvantaged boys.			
12) Individual children struggling with behaviour, resilience & school stamina due to external factors.			
13) The lack of specialist support for children that do not meet the threshold for CAMHS yet are displaying more anxiety and mental health challenges.			

Teaching and Whole School Strategies

Actions/Rationale	Intended impact	Cost	Summer Focus
<p>1) To move the action research cycle (see model below), that delivers effective CPD to all teaching staff to ensure the Rosenshine principles are embedded and sustained across the school, online.</p>	<p>Consistent high-quality teaching for all via the implementation of CPD cycle which threads Rosenshine principles into all areas of CPD for all teaching staff (through PDRS, PDMS, TA meetings, NQT training, internal coaching programme, support plans etc) <i>Cycle starts with those principles that have been a focus in the previous year. CPD planned and delivered by the T and L lead with follow up and support from phase leaders. (Support from texts such as Rosenshine's Principles in Action and Teacher Walkthrus etc)</i></p>	<p>New Swivl £836.66</p>	<p>Cycle now fully online, programme of training includes input from Ed Tech and UL webinars where possible to ensure content is high quality. CPD for summer term focuses on teachers' understanding of the Teaching Tool Kit and how this can support QFT.</p> <p>T&L improvement cycle established and running fully again.</p> <p>Additional Costs: £1000 cover for teachers to work with T&L lead and SLT where appropriate.</p>
<p>2) To improve the data literacy of staff at BV so they can accurately identify gaps and work to plug those quickly, to ensure children reach age related expectations. (through in-house training, BV assessment calendar, specialist company training, pupil progress meetings, PDRs, monitoring schedule etc)</p>	<p>Confident staff able to use the range of assessment systems to the level they need. (e.g. teaching staff = O'Track, MARK SLT = FFT, PowerBi, MARK, O'Track & Arbor) Outcomes from pupil progress meetings, moderation and data collection shows accurate identification, tracking and plugging of gaps meaning children are making accelerated progress. Staff can confidently talk about data literacy and discuss their impact as a teacher.</p>	<p>Shine intervention package for English and Maths £250 Year R PIRA and PUMA papers (for Year 1 baseline) £150</p>	<p>Training on data literacy ongoing. Work on gaps successful in identifying next steps after assessments. Training needs to continue for the whole year so whole cycle completed and consideration given to role of assessment lead for 2021/2022. Moderation of writing focused on those year groups identified in the autumn data drop as needing support</p> <p>Additional Costs: £300 - Cover for writing moderation to take place</p>
<p>3) To provide the technology and expertise to enable high quality remote live teaching.</p>	<p>To offer a full daily curriculum with teacher interaction, feedback and progression that maps to the normal school (UL) curriculum preventing any further gaps in learning. Parental confidence with online learning and live lessons has increased dramatically (through virtual training sessions with the school) and they have the skills to support their children with online learning.</p>	<p>£500 IT additional support hours 72 Chromebooks purchased to support vulnerable</p>	<p>COL offer was live and full time for all core subjects with invites sent to children for foundation subjects where appropriate. All lesson resources were saved on the school website in the COL area for families to use at home. Any children not accessing live lessons were invited into school where safe to do so. Attendance was tracked.</p>

	<p>The majority of children not in school are accessing live lessons and learning online compared to the previous lockdown where the majority of children completed work through paper packs.</p>	<p>chn to access IT at home. £10,728 Cover for IT lead to provide parental training £300</p>	<p>COL plan has been updated for the summer term and is on the website. Any children not in school for reasons linked to Covid-19 are invited to access live lessons immediately. Processes for getting IT equipment to those who need it are in place and working.</p> <p>Parental engagement needs further work. Two sessions booked in for the 17th May and parents views on focus collected via a From.</p> <p>Additional Costs: £500 for IT support to prepare Chromebooks for home learning.</p>
<p>4) i) To provide phonics training for all relevant staff to remind them of expectations and ensure subject knowledge is sound.</p> <p>ii) To provide immediate and accurate phonics data at the start of term to allow phonics teaching to start straight away and plug the gaps.</p> <p><i>(Through additional baseline screening of all necessary children by the phonics lead.)</i></p>	<p>i) Consistently high quality phonics lessons can be seen across the school. All staff are confident and there is fidelity to the BV phonics approach.</p> <p>ii) Phonics lessons start twice a day from the second week in September with all children in the appropriate groups and making progress to get back on track.</p> <p>Overall: Gaps established over lockdown have closed. Targets for PSC met.</p>	<p>Cover for baseline assessments £500</p>	<p>Phonics sessions consistently being taught across school where needed. Visits and feedback from Springhill reflect ongoing work and improvements in this area.</p> <p>Phonics lead to continue to provide team teaching and subject knowledge and assessment support for all staff.</p> <p>% predictions to pass (and in the correct place on the trajectory has increased steadily throughout the year) Baseline: 7% (3 chn) October: 32% (15/47) March: 62% (28/45)</p> <p>Additional Costs: £500 cover for phonics lead to support training and work in other classes.</p>
<p>5) To provide enough high quality phonetically decodable books to allow all children to access these at home and at school. (allowing for quarantine requirements)</p>	<p>All children have access to books they can read independently to apply and embed their phonics learning whilst remaining safe and Covid compliant. Gaps established over lockdown have closed. Targets for PSC met.</p>	<p>£5000</p>	<p>Additional phonetically decodable books bought in. All year groups had clear systems in place so that all children in KS1 and EYFS had at least 2 at home at all times. Additional Costs: £5000 to replenish the books that have not returned and replace those that have been damaged. £5000 to buy in new books for the older readers to improve engagement with reading at home. Linked to work with UL advisor.</p>



6) To review the curriculum provision across the school so that teaching and learning focuses on the key objectives the children need to learn.	Curriculum provision across the school is well-planned and slim-lined where needed so that key objectives in each subject are taught to prevent further gaps occurring in children's knowledge. More time is spent on gap filling for the core subjects to allow children to catch up and be fully prepared for the next stage of their education.	£0	Focus of regular CPD, review of unit completed together to identify next steps and key priorities. Phase leaders involved more through the further development of year group action plans. Additional costs: £500 cover for phase leaders.
Total Cost Allocated cost from catch up Grant		£18,264.66	Additional Costs: £12,800.00



Targeted Strategies

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Actions/Rationale	Intended impact	Cost	Summer Focus
<p>7) The identification of further knowledge gaps in reading, particularly in Years 2 and 3. Alongside the implementation of a proven intervention or support from the National Tutoring Programme (TBC)</p> <p><i>(Linked to UL review of promising projects and possible interventions, the EEF and What Works by Lee Elliot Major and Steve Higgins)</i></p>	<p>A qualified teacher/tutor works with the children to close the identified gaps. Rapid improvement in Year 2 and 3 reading outcomes. <u>Overall</u> Improvements in reading outcomes for all identified children leads to an improvement in overall reading attainment and progress scores across the school. All year groups achieve their end of year reading targets.</p>	<p>Cost of NTP £5,000 - TBC</p>	<p>FFT programme Lightning Squad has been in place and targeted at 40 children during the spring term.</p> <p>Report on impact due 4th May but feedback from staff and children and QA of programme shows positive impact on confidence and engagement alone.</p> <p>FFT programme extended for summer term Additional Costs: £6300</p>
<p>8) The identification of further knowledge gaps in maths within all identified year groups. Alongside the implementation of a proven</p>	<p>A qualified teacher/tutor works with the children to close the identified gaps.</p>	<p>Cost of NTP £5,000 - TBC</p>	<p>Clear identification of gaps within maths and adaptations to planning made as a result. Following training from MS and using DfE guidance 'Ready to Progress'</p>

<p>intervention or support from the National Tutoring Programme (TBC) <i>(Linked to UL review of promising projects and possible interventions, the EEF and What Works by Lee Elliot Major and Steve Higgins)</i></p>	<p>Rapid improvements in maths for all identified children leads to an improvement in overall attainment and progress scores across the school. All year groups achieve their end of year maths target.</p>		<p>Support from the NTP yet to be arranged.</p> <p>Introduction of Conquer Maths across the school. Additional Costs: TBC</p>
<p>9) Effective small group & 1:1 interventions to address writing gaps across the school.</p>	<p>Qualified teachers will work with targeted groups of children to reduce the significant writing gaps. KS1 – SG – 2 days a week KS2 – CR - 2 days a week, RB (from May, 3 days a week)</p>	<p>GAPS £1471.75 Cost of teachers to run interventions £11, 507</p>	<p>1:1 writing conferencing established in most year groups with own teaching staff. This does need a focus (CPD –booked in)</p> <p>Additional Work: Year 6 teachers writing conferencing with Year 5 RH writing workshop in Year 4</p> <p>Writing gap analysis training across the year has had an impact and where practice is best, writing targets are used to focus the children. CPD on this is booked in to ensure consistency across the school.</p> <p>Additional Costs: Additional TA to support in Year 6 £2000</p>
<p>10) Intensive support for EYFS ensures the quality of T&L is consistently high. <i>(support provided by new EYFS lead, UL advisor and SLT with a focus on deepening subject knowledge, improving planning, continuous provision and resources)</i></p>	<p>Consistently high quality teaching seen in EYFS. Rapid progress evident through monitoring and pupil progress meetings. School targets are met.</p>	<p>£300 TA training for subject knowledge</p>	<p>Rapid improvements seen within Year R as a result of the support in place and a programme of support and lesson drop ins. Further work needed in Pre-School to develop understanding of early maths in particular, action plan is in place and phase leader receiving cover for two days a week to support in pre school. Additional Costs: £4000 cover for phase leader</p>
<p>11) To provide high quality interventions for S&L in EYFS with a focus on disadvantaged boys.</p>	<p>Building additional S&L capacity to the EYFS team to enable children to rapidly progress in this specific area of learning (e.g. additional specialist CPD for all EYFS staff, further CPD for identified specialist S&L staff and participation in NELI – 30 weeks)</p>	<p>£1000</p>	<p>NELI training completed and interventions started. Three further TAs identified to train using NELI to support Year R and Year 1 next year. Additional Costs: Overtime for TA training £500</p>
<p>Total Cost Allocated cost from catch up Grant</p>		<p>£24,278.75</p>	<p>Additional Costs: £12,800.00</p>

Wider Strategies

Actions/Rationale	Intended impact	Cost	Summer Focus
To create clear plans for support for identified children and families in need.	All children who need it have received appropriate and comprehensive support to allow them to be successful in school and access their learning. Attendance of children is back to pre-lockdown levels or above. Wellbeing of children is good. The % of incidents of disruption in lessons has reduced, no children are on part time timetables.	£0	Focus on families where attendance is poor, levels of attendance being looked at now below 95%
To ensure all children who need it have access to ELSA and other MH support.		£1,500	Priority families identified to work with MHST and paperwork started. Additional EP support bought in to provide next steps for identified children with support Additional Costs: £600
Total Cost		£1,500	Additional Costs: £600.00
Allocated cost from catch up Grant			

Summary Catch-up Grant allocation		
Strategy	Cost	Additional Costs for Summer Term (Final Amounts TBC)
Teaching and whole school	£18,264.66	£12,800.00
Targeted	£24,278.75	£12,800.00
Wider	£1,500	£600
Total	£44,043.41	£26,200
Allocation	£31,920	