

# Primary Catch-up Grant Plan

<b>School</b>	Beacon View Primary Academy	<b>Allocated Grant funding</b>	£31,920 Autumn Payment £7,980
<b>Number of pupils</b>	409	<b>% Pupil Premium pupils</b>	57.7% (236 out of 409)
<b>Identified key barriers to future attainment:</b>			
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) Reading performance across the school has dipped with significant gaps in some year groups and not all gaps can be plugged with QFT.			
7) Maths performance across the school has dipped with significant gaps in almost all year groups and not all gaps can be plugged with QFT.			
8) Writing assessment indicates significant regression across the school in particular with basic skills and stamina. Not all gaps can be plugged with QFT.			
9) 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.			
10) 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.			
11) Individual children struggling with behaviour, resilience & school stamina due to external factors.			
12) The lack of specialist support for children that do not meet the threshold for CAMHS yet are displaying more anxiety and mental health challenges.			

<b>Teaching and Whole School Strategies</b>		
<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
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.	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>	New Swivl £836.66
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. <i>(through in-house training, BV assessment calendar, specialist company training, pupil progress meetings, PDRs, monitoring schedule etc)</i>	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.	Shine intervention package for English and Maths £250 Year R PIRA and PUMA papers (for Year 1 baseline) £150
3) To provide the technology and expertise to enable high quality remote live teaching.	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. 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.	£500 IT additional support hours 30 Chromebooks purchased to support vulnerable chn to access IT at home. £4,470 Cover for IT lead to provide parental training £300
4) i) To provide phonics training for all relevant staff to remind them of expectations and ensure subject knowledge is sound.	i) Consistently high quality phonics lessons can be see across the school. All staff are confident and there is fidelity to the BV phonics approach.	Cover for baseline assessments £500



<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. <i>(Through additional baseline screening of all necessary children by the phonics lead.)</i></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.  Overall: Gaps established over lockdown have closed. Targets for PSC met.</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><b>Total Cost</b> <b>Allocated cost from catch up Grant</b></p>		<p>£12,006.66</p>



Targeted Strategies		
Actions	Intended impact	Cost
6) 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) <i>(Linked to UL review of promising projects and possible interventions, the EEF and What Works by Lee Elliot Major and Steve Higgins)</i>	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.	Cost of NTP £5,000 - TBC
7) The identification of further knowledge gaps in maths within all identified year groups. Alongside the implementation of a proven 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>	A qualified teacher/tutor works with the children to close the identified gaps. 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.	Cost of NTP £5,000 - TBC
8) Effective small group & 1:1 interventions to address writing gaps across the school.	Qualified teachers will work with targeted groups of children to reduce the significant writing gaps. KS1 – 2 days a week KS2 – 2 days a week, (+1 additional teacher 3 days a week from May)	GAPS £1471.75 Cost of teachers to run interventions £11, 507
9) 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 improving planning, continuous provision and resources)</i>	Consistently high quality teaching seen in EYFS. Rapid progress evident through monitoring and pupil progress meetings. School targets are met.	£300
10) To provide high quality interventions for S&L in EYFS with a focus on disadvantaged boys.	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)	£1000
<b>Total Cost</b> <b>Allocated cost from catch up Grant</b>		<b>£24,278.75</b>

<b>Wider Strategies</b>		
<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
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
To ensure all children who need it have access to ELSA and other MH support.		£1,500
<b>Total Cost</b>		£1,500
<b>Allocated cost from catch up Grant</b>		

<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
<b>Teaching and whole school</b>	£12,006.66
<b>Targeted</b>	£24,278.75
<b>Wider</b>	£1,500
<b>Total</b>	£37,785.41
<b>Allocation</b>	£31,920