

[Marches Academy Trust:](#)

School: Tilstock CE Primary School

COVID catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
|---------------------------------------|--------------|--|-----|
| Total number of pupils: | 62 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £5000 | | |

STRATEGY STATEMENT

The priority areas that we are aiming to address as a school are reading (including phonics), writing and maths, due to the gaps in learning which pupils have as a result of the Covid lockdown school closures. In addition to this, we aim to provide further additional support for pupils with SEND, and those who are disadvantages, as these are the pupils who have been most adversely affected by the closures. Well-being is also a whole-school focus as many children have returned to school with social/emotional needs as a result of, or exacerbated by, lockdown. We have a 3-tiered approach to closing the gaps in the areas of well-being, maths and literacy, as follows:

Well-being:

Tier 1: Forest school for every child once a week, Rest Easy sessions twice a day. Regular PHSE sessions. Worship Rainbow resources.

Tier 2: Rest Easy class-room provision, Pets as therapy sessions, Group play therapy (Lego)

Tier 3: This will be Specific individual learning plans created using Boxall tool which may include 1-1 sessions with an adult daily in the Rest Easy room and specific resources.

Maths:

Tier 1: While teaching (ensure quality first teaching for all):

- Do they need to alter the starting point (use some lessons from the previous year) and or length of the unit for the whole class?
- Do specific children need more direct tailored support?

Tier 1: Resources that could be added to units:

- White Rose have recap lessons
- Power Maths strengthening and deepening activities from the previous year
- Classroom Secrets mastery resources linked to White Rose
- Bitesize videos linked to Power Maths
- Numicon support packages

Tier 2: Address needs of children who need tailored support to catch up (small group, during school day):

- Teachers can allocate text/practice book pages from the previous year to pupil's intervention programmes, to be used as pre-teach for units where have missed teaching.
- Use White Rose video and worksheets from year below as pre teach for identified children
- Power Maths summer catch up book could be purchased for target children and used as part of an intervention or booster club.
- Use interventions based on the Numicon support packages.

Tier 3: Address needs of children who need tailored support to catch up (1:1, additional to school day):

- Tier 2 resources may be used or adapted for additional targeted 1:1 support, or specific intervention packages may be created for a personalised catch-up programme.

Literacy:

Tier 1: While teaching (ensure quality first teaching for all):

- *Read, Write Inc* Phonics – After initial assessment, group children accordingly
- Reading – create groups to focus on key skills and reading strategies through guided
- Reading (using VIPERS as a structure)
- Starting points for phonics and writing may be different according to gap analysis data
- Ensure children are appropriately challenged or supported/scaffolded
- Greater depth children to access additional challenge through Pathways to Write tasks
- Vocab support – whole class approach using Pathways to Write tiered vocabulary

Tier 2: Address needs of children who need tailored support to catch up (small group, during school day):

- Guided Writing – Focus groups to be identified through gap analysis and supported through Pathways to Write by differentiating the 'keys'
- Class Interventions – using Read, Write, Inc *Fresh Start* resource for KS2 intervention
- Inference intervention – for those who can decode but not infer (using VIPERS)
- 1:1 Daily Readers
- Sentence making focus groups (KS1)
- Additional vocabulary input using Word Aware
- Use Nussy Reading & Spelling for children in Year 2 and above who require additional phonics input
- Kinetic Letters booster sessions for children who start to fall behind the pace of the class

Tier 3: Address needs of children who need tailored support to catch up (1:1, additional to school day):

- Tier 2 resources may be used or adapted for additional targeted 1:1 support, or specific intervention packages may be created for a personalised catch-up programme. Additional 1:1 resources such as *Toe by Toe*, or precision teaching programmes, may be used for pupils with specific difficulties.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

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| A | Gaps in learning preventing pupils from achieving age related expectations, particularly for children eligible for pupil premium funding who are in year transfers, meaning these pupils start school below the national age-related expectations – gaps have widened due to Covid school closures. |
| B | Some pupils lack support from home and many of our PP children are reluctant readers and reading is not supported at home. Also lack of access to books at home, relating to poor literacy/numeracy skills, as well as issues regarding organisational skills and self-regulation of behaviour. |
| C | Social and emotional issues preventing some pupil premium children being ready to learn. |

ADDITIONAL BARRIERS

External barriers:

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| D | Emotional and mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life, including progress, attainment, attendance, behaviour, speech and language. These issues have been exacerbated by lockdown. |
| E | Some parents have limited incomes (which have become even more limited due to Coronavirus) which restricts the experiences they are able to offer their children. |
| F | Irregular attendance patterns caused by periods of self-isolation due to contact with Covid cases/awaiting Covid test results |

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
|---|--|---|--|------------|--|
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | Impact expected |
| Close gaps in writing using the Pathways to Progress writing intervention programme (£500) | Close attainment gaps in writing between SEND/PP pupils and other children | In line with DfE and EEF recommendations | SENCO to monitor impact of intervention on small steps every two weeks Literacy lead to check literacy books each half term, and standardised scores termly, for impact | HH LT | Attainment of SEND and PP pupils to increase to close the attainment gap |
| Total budgeted cost: | | | | | £500 |
| Targeted support | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | Impact expected |
| Reading and phonics support for the lowest 20% in KS2 – Purchase <i>Read, Write, Inc Fresh Start</i> programme (£550) | Close attainment gaps in reading and phonics between KS2 SEND/PP pupils and other children | The EEF reported that <i>Fresh Start</i> shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Pupils on <i>Read Write Inc. Fresh Start</i> made 3 months additional progress in reading, measured using the New Group Reading Test, during the 5.5-month trial. | SENCO to monitor impact of intervention on small steps every two weeks Literacy lead to check literacy books each half term, and standardised scores termly, for impact | HH LT | Improved reading ages and phonics scores for lowest 20% of KS2 pupils |

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| Close gaps in phonics attainment in KS1 using the Nessy programme – (£300) | Close attainment gaps in phonics between KS1 SEND/PP pupils and other children | Targeted intervention programme which is evidence-based | SENCO to monitor impact of intervention on small steps every two weeks Literacy lead to check literacy books each half term, and standardised scores termly, for impact | HH LT | Improved reading ages and phonics scores for lowest 20% of KS1 pupils |
| Total budgeted cost: | | | | | £850 |
| Other approaches | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | Impact expected |
| Implement SeeSaw for online teaching provision, but also for children, staff and parents to have a way of communicating learning and feedback. Purchase 6 iPads per class (18 in total) to enable access to this programme during school time. (£3500) | Improved feedback and ongoing assessment for children, effective feedback to parents and an effective tool for any children who have to return to online learning for a period of time | SeeSaw is a recognized platform for delivering remote learning and for use as a feedback tool for pupils. Effective use has been demonstrated by other schools within the trust | Weekly monitoring of pupil profiles by class teachers Half termly monitoring of pupil profiles by SLT | RK | Pupils more engaged in acting upon feedback provided by class teachers Those needing to work at home for a period of time are engaged and can communicate with class teachers effectively |
| Pathways to Home Learning purchased to support quality home-learning set for absent pupils (£150) | To provide high quality home-learning which is in line with the curriculum planning in school, and supports parents to deliver the sessions remotely | In line with our writing curriculum to ensure progression for pupils at home, in line with pupils learning in school | Class teachers to monitor weekly where the resources have been set for home-learning | Class teachers | Home-learning is well-planned and as a result, pupils complete high quality work and meet objectives being covered by the rest of the class |
| Total budgeted cost: | | | | | £3650 |