

Colmers Farm Primary School (Excelsior Multi-Academy Trust) – Coronavirus Catch Up Premium Spending Plan (V2)

Date Last Revised: November 2020

Amount of funding: £32240

Rationale: Following the 2020 lockdown due to the coronavirus pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Colmers Farm Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with our intended and actual outcomes.

Category of tiered approach	Focus of Spend (What, who when)	Year Group Focus	Cost	Intended/Actual Outcome
Teaching: Quality first teaching	Extra class teacher in Year 6 to reduce class sizes in the morning to allow for more focused teaching and more teacher time per pupil.	6	£0 – Funded from the school budget	Pupils make enhanced progress in reading, writing and maths attaining national averages by the end of the year (R EXS+ – 73% GD –27%, W EXS+ – 78% GD – 20% , M EXS+ – 79% GD – 27%)./
Teaching: Quality first teaching	Use of TA in Year 2 to reduce class sizes for RWI, maths and writing to allow for more focused teaching.	2	£0	Pupils make enhanced progress in reading, writing and maths attaining national averages by the end of the year (R EXS+ – 75% GD – 25%, W EXS+ – 69% GD – 15% , M EXS+ – 76% GD – 19%)./
Teaching: Quality first teaching	English writing week stimulus – Teddy Launch into Space. Teachers will plan a 'catch up' focus of writing skills appropriate for each year group.	All	£1000	All children show an improvement in their writing when compared to their previous hot write task./
Teaching: Quality first teaching	Extra phonics/speed sounds sessions (minimum 3 times per week).	1, 2	£0	Year 1 - Percentage of children on track to achieve the phonic screening check pass level increases from 38% to 82%. / Year 2 – Percentage of children on track to achieve the phonic screening check pass level increases from 29% to 91%. /
Teaching: Quality first teaching	Fact fluency sessions introduced (minimum 3 times per week) to focus on number in maths.	1, 2, 3, 4 ,5, 6	£0	75% children show, on their fact fluency assessments, a score of 80% of the total by the end of the year. /

Teaching: Effective diagnostic assessment	Informal assessments made by class teacher for reading, writing, maths for all pupils within first three weeks in September. Areas of weakness identified, and interventions planned.	All	£0	Teachers know clearly the gaps in learning for pupils within their classes./ All class teachers have completed baseline assessments to support planning and interventions to support pupils catch up lost learning. This has allowed teaching to be more focused on the areas of need.
	Nfer tests used at the end of the Autumn Term to measure progress.	All	£960	Test results are used to measure progress and, along with formative assessments, to inform future interventions./
Teaching: Focusing on professional development High-quality teaching for all	Purchase Iris recording equipment/software to increase levels of Quality First Teaching through analysis of own practice by recording lessons.	All	£3771	To improve staff confidence and capacity to provide high quality QFT. Lessons observations show improvements in the quality of teaching (at least 80% good/outstanding) with key strengths being observed in terms of QFT features./
Teaching: Focusing on professional development High-quality teaching for all	Autumn Term staff CPD that includes professional development to support staff with helping pupils catch up lost learning last year. X2 maths SKE staff meetings X 1 Writing staff meeting X1 reading staff meeting X1 Afl meeting X2 RWI sessions (and release time for RWI lead to support practice across reception and KS1) X2 behaviour and relationships/Thrive X1 QFT meeting X1 SEND graduated approach.	All	£0	Staff feedback at end of term can describe specific improvements made to their teaching practice as a consequence of the Autumn CPD./
Teaching: Focusing on professional development High-quality teaching for all and	Blending Training Package – Read Write Inc	All	£1875	Teachers and TAs will have a developed understanding of how to deliver RWI/phonics. / Year 1 - Percentage of children on track to achieve the phonic screening check pass level increases from 38% to 82%. / Year 2 – Percentage of children on track to achieve the phonic screening check pass level increases from 29% to 91%. /

Focused academic support: Supporting remote learning				Online videos, in the event of a lockdown/bubble isolating, can be used to support the teaching of phonics at home by parents. This will reduce the impact of this./
Focused academic support: Supporting remote learning	Spelling Shed purchased – Spelling homework online resources for Years 1-6. Also to support school learning during school closure.	1-6	£270	Improve the pupils' spelling skills of keywords within their year group – All pupils are able to improve their spelling scores (from baseline) by 50% or are able to spell at least 80% of their year groups word list correctly./
Focused academic support: Supporting remote learning	SPAG.com Years 1-6 – Used as an additional homework tool or support learning during school closure.	1-6	£295	Improve pupils' use of SPAG within tests and their written work – At least 78% (KS2 GPS 2019 nat. average) of pupils attain ARE for their year group./
Focused academic support: High-quality teaching for all	Tens town (0-20 package)- Reception.	Reception	£105	Improve the pupils' understanding of place value up to 20. Teacher assessment information shows the children have a clear understanding of place value and 80% (EYFS nat. average 2019) of pupils to achieve the ELG for number./
Focused academic support: High-quality teaching for all	NELI (Nuffield Early Language Intervention) school has registered interest in participating in this 20 week programme to develop language skills	Reception	£0	Pupils make approximately 2 months of additional progress in language skills. The gap between disadvantaged and non-disadvantaged pupils narrows./
Focused academic support: Academic tutoring High-quality one to one and small group tuition	2 x full time academic mentors from Teach First (Year 5 and 6) – To start in January 2021.	5 and 6	£9000	To provide small group and 1:1 maths and English interventions to Year 5 and 6 pupils, enabling them to make enhanced progress. This will involve 80% of the pupils worked with consistently, attaining ARE within the Teach First students specialty subject by the end of the year./
Targeted support: High-quality one to one and small group tuition	Sound training programme – Year 5 pupils (approximately 20). Designed to improve children's reading ages and fluency over a six-week period. Starts October.	5	£3160	Pupils who take part in the program see an average increase in reading ages of at least 27 months./
Targeted support:	Supply teacher (3 days for 10 weeks) to provide Year 6 interventions for 2 afternoons, to free up a Year 6	2 and 6	£5365	Frees up capacity to enable Years 2 and 6 to provide interventions for children./

<p>High-quality one to one and small group tuition</p> <p>Teaching Assistants and targeted support</p>	<p>teacher for one afternoon and to free up a Year 2 TA for a full week.</p>			<p>Year 2 – Pupil outcomes for writing and maths are in line with national averages and the achievement./</p> <p>Year 2 - Percentage of children at greater depth for reading increases from current 15% to over 27%./</p> <p>Year 2 – Percentage of children on track to achieve the phonic screening check pass level increases from 28.8% to 91%/</p> <p>Year 6 – Pupil outcomes with maths for the pupils selected are in line with national averages and the achievement/attainment gap has been closed from starting points./</p>
<p>Targeted support: High-quality one to one and small group tuition</p>	<p>Better Reading Project used for targeted children (led by non-class based staff). 30 mins a day, 5 days per week.</p>	<p>3, 4</p>	<p>£0</p>	<p>Selected pupils make accelerated progress in reading (from their last Salford Reading Test)./</p>
<p>Targeted support: High-quality one to one and small group tuition</p>	<p>Reading Gladiators – Used to challenge small groups of high attaining pupils for reading (through immersion in quality and demanding texts and participation in high level discussion), developing their reading skills, building reading stamina and creating reading advocates who in turn inspire other children to become aspirational readers.</p>	<p>3, 4, 5, 6</p>	<p>£1688</p>	<p>To increase challenge and participation in reading. (Pupil voice shows impact)./</p> <p>Percentage of children attaining GDS rises from Year 3 – 21% to 34%, Year 4 – 11% to 25%, Year 5 – 4% to 18% and Year 6 – 9% to 17% by the end of the intervention./</p>
<p>Wider strategies: Supporting pupils' social, emotional and behavioural needs</p> <p>Planning carefully for adopting a SEL curriculum</p>	<p>Thrive whole school license.</p>	<p>All</p>	<p>£1117.80</p>	<p>To regulate the social and emotional mental health of children to ensure that they can access Quality First Teaching and enable staff to intervene with children who have issues related to Covid. Case studies show impact on selected pupils through pupil voice and feedback from parents./</p>

TOTAL SPENT OR COMMITTED SO FAR	£28606.80
REMAINING TO BE SPENT	£3633.20

Key document recommended by DfE to support school using Catch Up Premium

'The EEF guide to school planning: a tiered approach to 2020 to 2021' (published August 2020) summary

Support strategies

1 Teaching:

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support:

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring

3 Wider strategies:

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

