



Colmers Farm Primary School (Excelsior Multi-Academy Trust) – Coronavirus Catch Up Premium Spending Plan (V3)

Date Last Revised: January 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./ There were high levels of engagement and motivation to write after the use of this stimulus in all classes. Most children produced end products which showed an improvement on their previous hot tasks.
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% (by June 2021). / Year 2 – Percentage of children on track to achieve the phonic screening check pass level increases from 29% to 91% (by June 2021). / Year 2 phonic check (Dec 2020) showed that 74% of

				children were at the required level. Due to lockdown in January 2021 the official phonic screening check in June was cancelled.
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./ Tests were carried out December 2020. These were used to inform teacher assessments. A question analysis was also carried out which was used by teachers to target areas of need in their subsequent planning.
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	All	£0	Staff feedback at end of term can describe specific improvements made to their teaching practice as a consequence of the Autumn CPD./Staff now have a greater understanding of the different aspects of QFT and have incorporated elements from the training into their daily practice.

	<p>X1 QFT meeting X1 SEND graduated approach.</p>			
<p>Teaching: Focusing on professional development</p> <p>High-quality teaching for all</p> <p>and</p> <p>Focused academic support: High-quality teaching for all</p>	<p>Supply teacher (2 days per week for 10 weeks) to provide cover for our English lead in the mornings to support/coach the teaching of QFT across KS2.</p> <p>In the afternoons they will provide cover for teachers to deliver quality interventions to pupils in Year 5.</p>	3, 4, 5, 6	£4000	<p>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./</p> <p>The percentage of children at the end of the Spring Term, shows a significant improvement in terms of pupils attaining ARE in maths (at least 70%), when compared to Autumn Term.</p>
<p>Teaching: Focusing on professional development</p> <p>High-quality teaching for all</p> <p>and</p> <p>Focused academic support: Supporting remote learning</p>	<p>Blending Training Package – Read Write Inc</p>	All	£1875	<p>Teachers and TAs will have a developed a greater understanding of how to deliver RWI/phonics. Staff have watched a range of sessions and reflected upon their own practice during the training. They have also watched the 1:1 training videos in preparation for them delivering 1:1 sessions. Feedback from staff indicates that their understanding and teaching of RWI has been enhanced.</p> <p>Year 1 - Percentage of children on track to achieve the phonic screening check pass level increases from 38% to 82%. /</p> <p>Year 2 – Percentage of children on track to achieve the phonic screening check pass level increases from 29% to 91%. /</p> <p>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./Videos have been shared with parents to assist in the teaching of phonics at home.</p>
<p>Focused academic support: Supporting remote learning</p>	<p>Spelling Shed purchased – Spelling homework online resources for Years 1-6. Also to support school learning during school closure.</p>	1-6	£270	<p>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./</p>

<p>Focused academic support: Supporting remote learning</p>	<p>SPAG.com Years 1-6 – Used as an additional homework tool or support learning during school closure.</p>	<p>1-6</p>	<p>£295</p>	<p>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./</p>
<p>Focused academic support: Supporting remote learning</p>	<p>Purchase of myON – e-books that pupils can access online which are linked to Accelerated Reader.</p>	<p>1-6</p>	<p>£2000</p>	<p>Children have access to a wider selection of appropriately banded books and this leads to a significant rise in accelerator reader participation./myON has provided access to a wide range of books for our children during the January lockdown. The first two weeks of myON usage showed a 60% increase in Accelerated Reader test completion when compared to the previous 10 weeks of total usage using normal books.</p>
<p>Focused academic support: Successful implementation in challenging times.</p>	<p>Purchase of additional reading books to supplement our supply for use with Accelerated Reader.</p>	<p>3, 4, 5, 6</p>	<p>£579</p>	<p>Children have access to a wider selection of appropriately banded books./A range of different bands of books were purchased (including the higher bands). Pupils now have more choices in each band.</p>
<p>Focused academic support: High-quality teaching for all</p>	<p>Tens town (0-20 package)- Reception.</p>	<p>Reception</p>	<p>£105</p>	<p>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./</p>
<p>Focused academic support: High-quality teaching for all</p>	<p>NELI (Nuffield Early Language Intervention) school has registered interest in participating in this 20 week programme to develop language skills</p>	<p>Reception</p>	<p>£0</p>	<p>Pupils make approximately 2 months of additional progress in language skills. The gap between disadvantaged and non-disadvantaged pupils narrows./</p>
<p>Targeted support: High-quality one to one and small group tuition</p>	<p>Sound training programme – Year 5 pupils (approximately 20). Designed to improve children's reading ages and fluency over a six-week period. Starts October.</p>	<p>5</p>	<p>£3160</p>	<p>Pupils who take part in the program see an average increase in reading ages of at least 27 months./The children who took part in this intervention made slightly over 32 months progress on average. 18 children completed this program.</p>
<p>Targeted support: High-quality one to one and small group tuition</p>	<p>Supply teacher (3 days for 20 weeks) to provide Year 6 interventions for 2 afternoons, to free up a Year 6</p>	<p>2 and 6</p>	<p>£10730</p>	<p>Frees up capacity to enable Years 2 and 6 to provide interventions for children./The use of a supply teacher has provided a greater scope for more interventions to occur within these year groups. This has included phonics,</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>individualised reading, maths catch ups and maths intervention in Year 2 and focused maths, reading, SPaG and GD interventions in Year 6.</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>



Wider strategies: Supporting pupils' social, emotional and behavioural needs Planning carefully for adopting a SEL curriculum	Thrive whole school license.	All	£1117.80	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./
TOTAL SPENT OR COMMITTED SO FAR	£31550.80			
REMAINING TO BE SPENT	Underspent by £689.20			

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:

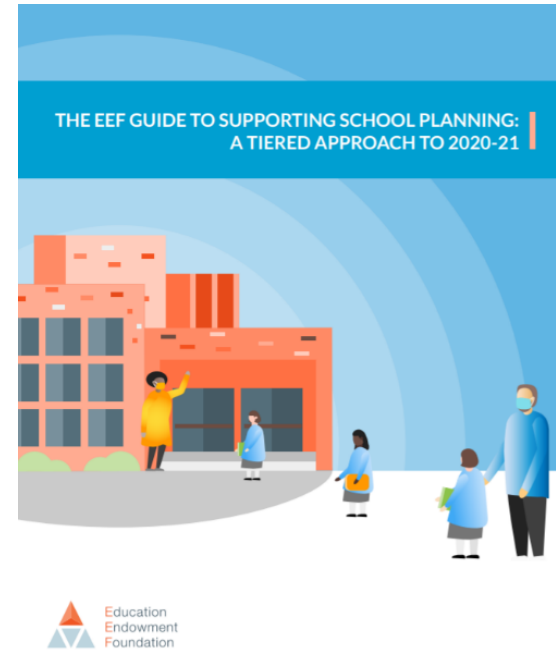
- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

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