

## Catch Up Premium Funding Strategy Statement 2020

### EEF Statement

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Summary information					
<b>School</b>	Sileby Redlands Community Primary				
<b>Total number of pupils</b>	380	<b>Number of PP Pupils</b>	67	<b>Total Funding budget</b>	£29,120

2. Barriers to future attainment based on rigorous assessment	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Lack of access to a wide range of reading materials
<b>B.</b>	Time restrictions for teachers to deliver both in class and online learning effectively
<b>C.</b>	Insufficient time and space, given social distancing requirements, for interventions to take place
<b>D.</b>	Teacher IT subject knowledge (closing the gap/home learning)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Lack of technology to support learning, including homework and online learning
<b>F.</b>	Lack of engagement with online learning during lockdown period

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils can access range of books, including online texts, enabling them to find books that match their interests and reading ability.	Increased reading
<b>B.</b>	Fund extra release time for teachers to plan and prepare on-line learning	Delivery of effective learning both in class (face to face) and on line.
<b>C.</b>	After school clubs provided by teachers to address gaps in learning	Gaps in learning will be reduced
<b>D.</b>	Use of blended learning supports disadvantaged pupils in closing gaps in knowledge caused during COVID-19 lockdown period.	All pupils have access to a device enabling them to access online learning as needed

<b>E.</b>	Increased access and engagement through use of school purchased laptops	All pupils have access to a device enabling them to access online learning as needed
<b>F.</b>	ICT CPD to ensure that staff are confident when using IT packages, to support blended learning and interventions.	Staff will complete Microsoft training to inform teaching and learning in class, with interventions and with home learning.

#### 4. Planned expenditure

The three headings below enable schools to demonstrate how they are using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fund extra release time for teachers to plan and prepare on line learning	Use of Teams to provide on-line learning for pupils needing to isolate	Daily learning will still be able to take place for these pupils with resources and video support provided by qualified teachers	Teams audit Pupil Progress meetings Provision of additional release time for teachers to prepare resources	Phase leaders and SLT	Half termly
Staff CPD	MIE Educator	Staff will be better equipped to use technology to support learning.	Range of modules covered by Microsoft Staff completion monitored and records kept.	Blended Learning Champion	Half termly
25% of teaching will incorporate blended learning.	Use of Century tech, numbots, TTRS, Spelling shed, Visualiser, screen casting, ICT curriculum.	Blend of approaches helps to engage pupils in there learning.	Release time CPD Class observations Planning	Blended Learning Champion	Half termly
CPD will be used to ensure that teachers are confident when using IT packages, to support blended	Targeted CPD for staff in Microsoft and Century Maths. Teachers to become experts in TEAMS apps to use with blended learning	Up front training and follow on support should be used to develop teacher confidence in using TEAMS and Century maths packages for use in blended learning – EEF Guide to supporting school planning.	Staff meeting time dedicated to Century Maths, Microsoft Teams and shared between the teaching team. Successes and development points shared with staff.	CN & SS Teachers	Onset of Autumn term, Half termly reviews
<b>Total budgeted cost</b>					

Teaching Checklist	Check
Is there a logical and well-sequenced plan to support and sustain high quality teaching?	

Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?	
Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?	
Is there legacy training from the previous academic year on teaching and learning that needs to be revisited, sustained, or adapted?	

ii. Targeted Academic Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Delivery of effective learning both in class (face to face) and on line.	Fund extra release time for teachers to plan and prepare on line learning	More children to engage with online learning and when in isolation – blended learning essential.	Teams audit Pupil Progress meetings Provision of additional release time for teachers to prepare resources	Teachers	Half termly
To diminish gaps in learning	Teacher led after school catch-up interventions, twice per week for six weeks (English and Maths)	To diminish the gaps caused via the Lockdown during COVID-19 Lack of parental engagement for some	Targeted children from assessments and pupil progress meetings	Teachers	After each session and then after all sessions are completed in December (data drop)
<b>Total budgeted cost</b>					

Targeted Academic Support Checklist	Check
Are we using relevant and rigorous data to ensure targeted interventions are appropriate?	
Are our school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?	
Will changes to rooming or facilities, as a result of social distancing measures, have a direct or indirect impact on targeted academic interventions (e.g. are there sufficient spaces in school for small scale interventions)?	
Are any interventions being stopped to ensure both staff and pupils have the capacity to undertake new interventions as part of their daily work?	
<b>Questions to consider when planning to support pupils with SEND:</b>	
How do staff know their pupils, including those pupils with SEND? How is this communicated widely?	
How will your school plan for effective teaching assistant deployment to offer both targeted interventions and supplementary classroom provision?	
How are supportive relationships with an adult in school developed for pupils with SEND?	

iii. Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to have greater access to online learning	We will purchase laptops in order for more children to engage with their learning in school	Use of blended learning supports disadvantaged pupils in closing gaps in knowledge caused during COVID-19 lockdown period	Laptops purchased and used in school to support blended learning	Teachers	Half termly
To ensure all children have fair access to learning during a second lockdown.	To purchase laptops for our disadvantaged pupils to be able to access their learning at home during a second lockdown	It has been evident in previous lockdown that there was unfair access to children's learning due to the lack of technology	Laptops purchased and leant out in an event of a second lockdown	Teachers	Half termly
Children to be more computer literate within a 21 <sup>st</sup> Century	To purchase laptops for our children and to have teaching to ensure children can access TEAMS and blended learning	It is essential for our children to be able to use technology within the 21 <sup>st</sup> Century in which will also elevate their end of year outcomes	Laptops purchased and used in school and then provided for disadvantaged children during a second lockdown.	Teachers	Half termly
<b>Total budgeted cost</b>					

Wider Strategies Checklist	Check
Are there barriers for parents that need to be recognised and supported, e.g. limited time due to work commitments, or low literacy levels?	
Are existing approaches to supporting attendance adequate given a new context where many parents may have a heightened sensitivity to the health and wellbeing of their child?	
Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of professional development activities?	
Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?	

Review of expenditure				
i. Teaching				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted Academic Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Wider Approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost