



Oldfleet Primary School - Catch-up funding plan

COVID catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
|--------------------------------|---------|--|-----|
| Total number of pupils: | 367 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £26,400 | | |

COVID RECOVERY - OVERALL AIMS - FROM SIP

AIM 1

To ensure rapid progress of all learners, reacting swiftly when gaps in learning are identified.

AIM 2

To support children's social, emotional and physical well-being as they return to school and settle back to learning

AIM 3

Challenges presented in school and on home life by the pandemic, alongside the school improvement for a RI school, further raises the need to prioritise staff wellbeing for all colleagues

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Behaviour for learning / Social and Emotional behaviour catch up/ Poor levels of attendance |
| B | Poor basic core skills - Computing skills, handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall, reading fluency relevant to age and deficit in the comprehension of vocabulary - tier 2 and 3 words. |
| C | Gaps in learning due to missed learning during school closure. |
| D | Poor physical health |

ADDITIONAL BARRIERS

External barriers:

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| E | Levels of absence through isolation impacting on individual children and bubble closure |
| F | Parental engagement in remote learning and school life under new restrictions (connectivity, availability of suitable devices) |
| G | Parental health and well-being (ability to engage due to social and/or language factors; parental competency with IT - remote learning) |

Planned expenditure for current academic year

| Autumn Term | | | | | | | |
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| Barrier to learning | Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? EEF support guide EEF Guide to supporting school planning | How will you make sure it's implemented well? | Staff lead | When will you review this? | Cost |
| A - G | One to one tutoring for children in lowest 20% for phonics in year 2 using RWI (7 hours weekly.). | Close gap to expected level. | This programme provides targeted teaching daily and through regular assessment children's progress is monitored closely to provide maximum impact. | KS1 reading leader to monitor teaching.(within bubble). PRo to monitor data. | KGa | Every three weeks. | TA 2 for 7 hours weekly £72.87 for 5 weeks total £344.35. |
| B, F, G | Purchase 10x ipads, 10x headphones and 1x charging trolley | Address deficit IT skills in KS1 closing the gap towards same age expectation. | The school has an action plan for closing the gap with IT skills and ipads are itemised as being most user friendly for pupils with a deficit in skills in years 1 and 2 to access. | Provision for IT will be monitored and the skill levels of the pupils assessed. | CJo NKe | Termly. | £4499 |
| A, B, C | Purchase classroom resources: - 3x mobile flipcharts 3x sets A4 letter cards | Increase clarity and effectiveness of modelling in the classroom. | After Literacy Specialist Support Day on 17.11.2020 it was identified that children's progress was being limited by the size of the resource cards | Sessions are monitored by the reading leader regularly. Sessions are filmed and discussed half termly | KGa CWt | Half termly. | Flip charts £265.50. Letter cards total £342 |

| | | | and the lack of modelling facilities in break out rooms. | | | | | |
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| | | | | | | | Total budgeted cost: | £5,450.85 |
| Spring Term | | | | | | | | |
| Barrier to learning | Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? | Cost | |
| B, C | Fresh Start - training and resources for tutors - 4 persons in Y5/6 SSe DMA SDu CWt March 15th to 17th total 12 hours via Zoom. | Close the gap for bottom 20% readers in Y5/6 | Support staff will be proficient and will be able to deliver the programme effectively. CWt will be able to monitor effectively | Monitoring by Reading leader and English lead | KGa and CW-T | Half termly | £1985.03 | |
| | | | | | | | Total budgeted cost: | £1985.03 |

| Summer Term | | | | | | | | |
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| Barrier to learning | Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? | Cost | |

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| A - G | One to one tutoring for children in lowest 20% for phonics in year 2 using RWI (18 hours weekly.). | Close gap to expected level. | This programme provides targeted teaching daily and through regular assessment children's progress is monitored closely to provide maximum impact. | KS1 reading leader to monitor teaching.(within bubble). PRo to monitor data. | KGa | Every three weeks. | £1,785.00 |
| A/B/D | Cross Curricular Orienteering | Engagement in learning through physical activity | Outdoor learning activity which supports learning in other areas of the curriculum | https://www.crosscurricularorienteering.co.uk/our-packages/ | RP | Summer 2 | £2244.08 |
| A/B/C/D/E | Year 3 quality feedback & Specialist PE Coaching (Judo with Karen Briggs) | Gaps in knowledge are addressed swiftly to enable rapid progress | https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress Targeted feedback can ensure children progress quickly High impact of same day intervention by class teacher | Class teachers implementing the intervention based upon their AfL to secure PP set during the Autumn Term | Class teachers / Karen Briggs | Half termly | £1440 |
| A/B/C/E | Year 4/5 quality feedback & Quality music provision | Gaps in knowledge are addressed swiftly to enable rapid progress | https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress Targeted feedback can ensure children progress quickly High impact of same day intervention by class teacher | Class teachers implementing the intervention based upon their AfL to secure PP set during the Summer Term | Class teachers / Music Hub | Half termly | £1200 |
| A/B/C/D/E | Year 3/4/5/6 quality feedback & Specialist PE Sports Coaching | Gaps in knowledge are addressed swiftly to enable rapid progress | https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress Targeted feedback can ensure children progress quickly | Class teachers implementing the intervention based upon their AfL to secure PP set during the Summer Term | Aaron Wilds / Class Teachers | Half termly | £1960 |

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| | | | High impact of same day intervention by class teacher | | | | |
| A/B/C/D/E | Year 2/3/4/5/6 quality feedback & Specialist Dance provision (NAPA) | Gaps in knowledge are addressed swiftly to enable rapid progress | https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress Targeted feedback can ensure children progress quickly High impact of same day intervention by class teacher | Class teachers implementing the intervention based upon their AfL to secure PP set during the Summer Term | NAPA / Class Teachers | Half termly | £2450 |
| B/C | RWI Oxford Owl Online Library Subscription | Secure AS2 reading Promote reading for enjoyment | Support development of reading skills and broaden the availability of appropriately leveled text for the children to access in school and at home | RWI lead will implement | KGa / KS1 staff | Half termly | £231.25 |
| B/C | National Tutoring Programme for Y4/5 | Secure children who are AS1 | Targeted intervention to preload / support learning in the classroom of key basic skills learning | Class teachers to identify the children and learning intentions. Frequent feedback between the tutors and the class teachers to ensure maximum impact from the programme | PRo/ Y4/5 teachers | Weekly | £1710 + £1000 TA3 for 60 hours |
| A,B,C | Quality resource provision to develop S& L in the additional provision | Language development of most vulnerable SEND children | Quality resource provision (small world resources) to support language development and talk in the additional provision | Quality resources from EE to selected to support S & L development in the additional provision | VMo / LP | Half termly | £1000 |
| B,C | High quality text to support curriculum learning | Vocabulary and knowledge development | High quality text to promote development of rich vocabulary and knowledge | Quality texts purchased to promote the learning in foundation subject areas | CWT / PRo | Half termly | £4000 |

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| | | | | which link with topic areas across KS1 and KS2 | | | |
| | Total budgeted cost: | | | | | | £26,456.21 |

ADDITIONAL INFORMATION