

Coronavirus (Covid-19) Catch-Up Premium 2020

School Name: Siggleshorne Church of England Primary Academy

Total Allocation Amount: £3,440

How it is intended that the grant will be spent	Amount Allocated	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
TEACHING		
<p><u>Teaching-high quality teaching for all children</u></p> <p>Further enhance the good quality teaching through continuous provision:</p> <ul style="list-style-type: none"> ● SP to take the lead in providing support to colleagues in planning and delivering continuous provision esp Year 2/3 ● Demonstration lessons/team teach lessons from SP ● Allocated time to liaise with colleagues regarding continuous provision 	<p>£150</p>	<p>Continuous provision ensures that the children learn how to become independent learners who challenge and push themselves to achieve</p> <p><u>Evidenced by:</u></p> <p>Drop-ins/observations Quality work in books Children using strategies to promote independence</p>

<p><u>Effective diagnostic assessment</u></p> <p>Assessing what the children have forgotten during lockdown without the initial use of standardised tests such as:</p> <ul style="list-style-type: none"> • Quick fluency and times-tables focus • Phonics games • Wellbeing lessons • Use of questioning and dialogic delivery <p>Release time for Phonics lead and EYFS/Year 1 teacher to liaise over findings and to plan strategies for plugging the gaps</p>	<p>£100</p>	<p>Professional discussions between staff will ensure that the correct children are targeted; the correct gaps are filled</p> <p>Highly specific support will ensure that the children successfully catch up in the first term.</p> <p><u>Evidenced by:</u></p> <p>NTS assessments - reading and maths Teachers formative assessments - ongoing to inform whole class and individual interventions. Phonics assessments Landmark assessments Moderation of writing Teacher trackers Pupil progress meetings Work in books</p>
<p><u>Early Reading</u></p> <p>Providing support for early readers to ensure that they have a breadth and variety of books:</p> <ul style="list-style-type: none"> • Need further material to bridge the gap between cvc words and full sentences due to the time lost during lockdown • Need to provide reading material that contains phrases to support Pink level 	<p>£150</p>	<p><u>Evidenced by:</u></p> <p>Progress in fluency when reading out loud to teacher Phonemic awareness is quicker and more accurate Stamina improves</p>
<p><u>Supporting remote learning</u></p> <ul style="list-style-type: none"> • Seesaw Pro monthly subscription 	<p>£120</p>	<p>Seesaw Pro allows teachers to be more interactive with pupils and therefore, be able to monitor children's work/progress more effectively when absent from school</p>

<p>Professional development</p> <ul style="list-style-type: none"> Bought in the Trust's Computing curriculum specialist for a day to work with the Computing lead Specialist CPD/training 	<p>£150</p>	<p><u>IT specialist</u>-advice and ideas working with the Computing lead ensures that she can provide resources/support for teachers less confident in using IT for remote learning across both schools.</p>
<p>TARGETED ACADEMIC SUPPORT (in conjunction with quality-first teaching)</p>		
<p><u>Provide structured interventions:</u></p> <ul style="list-style-type: none"> Sessions are short/regular and are maintained over a sustained period of time with an assessment of impact at the end of the sessions Staff running the sessions have received training from experienced staff or have participated in training online <p>Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress</p> <ul style="list-style-type: none"> Connections are made between the out-of-class learning in the interventions and classroom teaching. <p><u>(See individual class intervention data)</u></p>	<p>Additional teacher to deliver interventions Two days a week £2638</p>	<p>Children who have been identified needing to catch up in maths, phonics/reading and writing are given intensive support in small groups or 1:1</p> <p><u>Evidence of progress:</u></p> <p>NTS assessments - reading and maths Teachers formative assessments - ongoing to inform whole class and individual interventions. Phonics assessments Landmark assessments Moderation of writing Teacher trackers Pupil progress meetings Work in books</p>
<p><u>Provide support for SEND/PP children</u></p> <ul style="list-style-type: none"> Hub SENDco working closely with and providing training for the SENco to ensure that children are being observed in class 		<p>Subject leads ensure that SEND children are supported effectively in their subject and provide teachers with resources/ideas for doing this- the result of which will be that SEND/PPG children make effective progress across the curriculum</p>

<ul style="list-style-type: none"> • Subject leads release to monitor SEND and PPG children in their subject 	<p>£150</p>	
WIDER STRATEGIES		
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <ul style="list-style-type: none"> • Integrating social and emotional learning into the curriculum to provide opportunities for children to explore their feelings- SRE/PSCE lead to be allocated time to review the curriculum and make links explicit 	<p>£100</p>	<p>Children are given the opportunities to explore social and emotional situations that present themselves in the wider curriculum</p> <p>Eg <u>Reading</u>: Discussing a character in a book-dialogue on what should he/she do/how do they feel?/what would you feel?</p> <p>Eg <u>Science</u>: Mary Anning one of the most prolific paleontologist ignored by the Science World-discussion</p> <p>With teachers taking specific moments of lessons to discuss social and emotional issues, children will explore and learn from different social and emotional situations and therefore, have more to draw on when managing their own emotions. Children ready to learn and engage in lessons Children take on challenges including higher order thinking skills Progress seen in books and data</p>