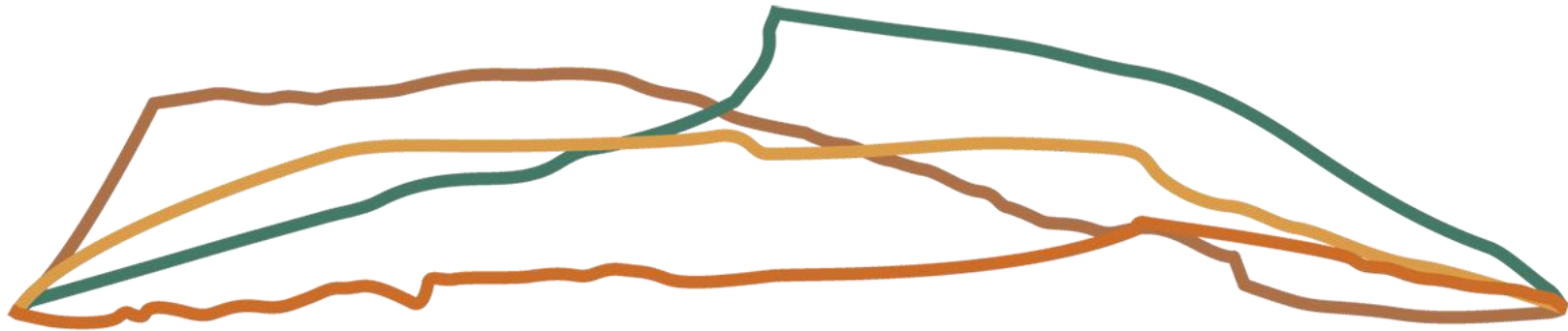


Ironstone Academy Trust

Zetland Primary School

Catch-up Premium plan 2020/2021

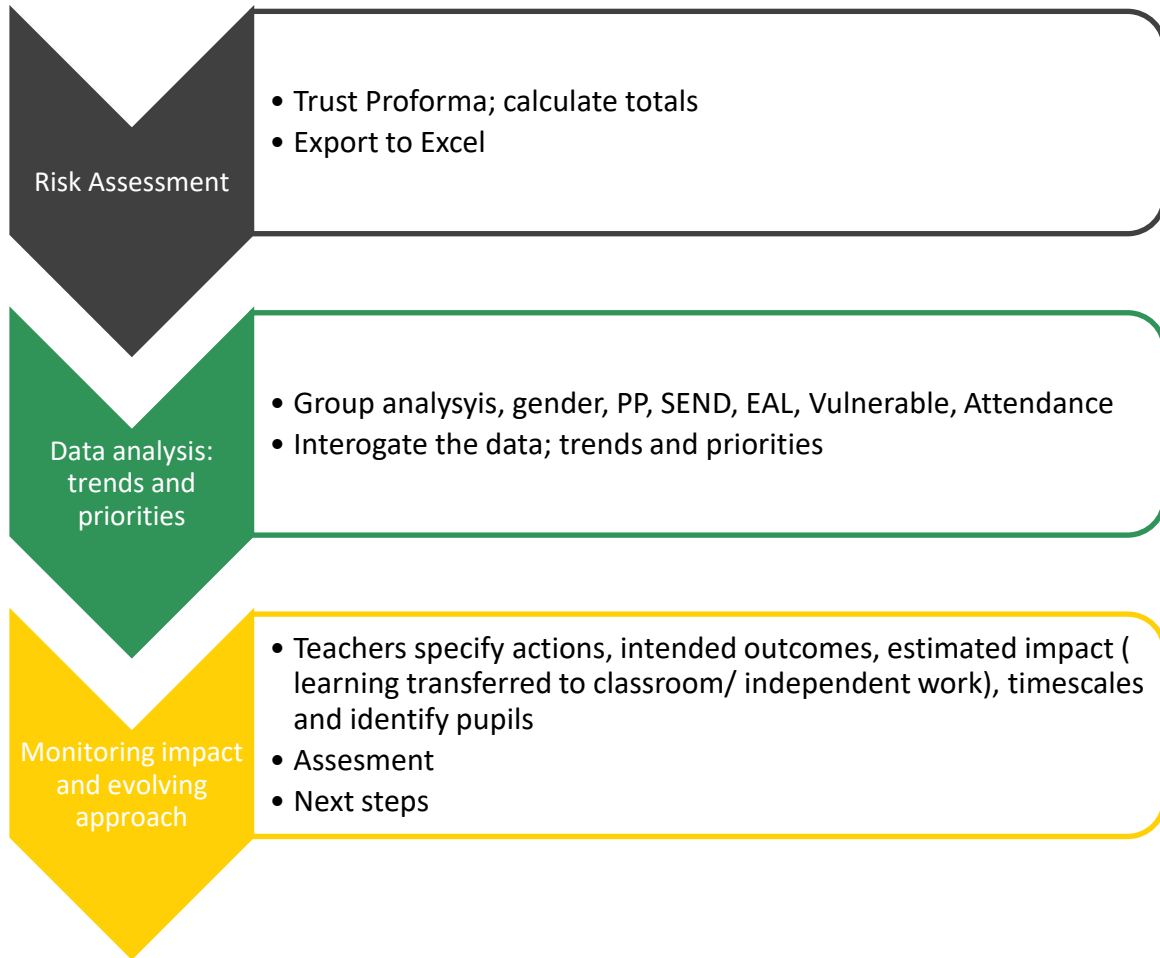


IRONSTONE ACADEMY TRUST

School name:	Zetland Primary School
Academic year:	2020/2021
Total number of pupils on roll:	242
Total catch-up budget:	£16 000 https://www.gov.uk/government/publications/coronavirus-covid-19-catch-up-premium-provisional-allocations?utm_source=25%20September%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19
Initial date:	October 2020 Rev 3 April 2021
Compiled by:	SLT, staff
Shared with Governors:	

Zetland Primary School	Academy converter	Academies	197	£80	£15,760	£3,940
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Process



Whole school support

[To complete this section, outline which actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Teaching staff have non-contact time to prepare additional resources e.g to support home learning, additional curriculum changes	Resources and lesson content is well matched to pupil need so that pupils missed learning is effectively responded to	Effective bank of resources prepared using See Saw See Saw and other alternative resources (Oak Academy/Espresso/Purple Mash) planned into curriculum	£1000 (re-allocated to Y3 reading)	½ day release per term	Not achieved due to January Lockdowns and priority of funding reallocated from April to reflect additional need created by January Lockdown e.g Reading support for Y2 -4
Staff have additional non-contact time to train and upskill use of technologies to ensure effective remote learning support	Staff are able to plan, resource and prepare effectively so that remote learning support is effective in the event of a bubble closing	Staff including TAs can use Teams, Seesaw	Twilights + £200 (overtime for TAs to attend staff meetings)	Staff meetings in teams EYFS, KS1, Y3/4, 5/6 during Autumn Term 2. Spring 1	All teachers and Tas staff used additional time after school in the 2 nd half of Autumn term to jointly plan and become familiar with Seesaw Seesaw effectively used to support lockdown on line learning from January Parental feedback through phone calls and surveys positive
Total spend:			£ 200		

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments on outcomes
Provision of appropriate text books so that individual pupils have effective access to efficient resources which can be used in school and at home to close gaps in learning	<p>Teaching resources effectively support lesson delivery so that gaps in learning are met and children rapidly catch up missed learning</p> <p>Teaching resources can be efficiently used to support lesson delivery in the event of isolation by staff</p>	<p>EYFS:</p> <p>KS1: Maths, literacy text books</p> <p>KS2:</p> <p>Y3/4 Power maths text books</p> <p>Comprehension books CGP</p> <p>Y5/6</p>	£1 300	SLT/ teachers	<p>Partially achieved</p> <p>Comprehension books to be purchased Summer Term</p> <p>Power maths have been used in combination with White Rose materials and also abacus/ target maths. These have worked well so far at bridging the gap.</p>
Phonic reading books are purchased to support effective catch up in school and at home	Children read frequently so that they consolidate and catch up phonic phases through well matched reading books – children read duplicate books at home	Pupils reading fluency improves and children make rapid progress from starting points	£ 150	KL	Achieved in Autumn term – these are used daily and for home erading

<p>Additional support for targeted Y1 children to cover gaps in phonic knowledge and reading skills – 4 x children selected for 1 month of catch up 8.15- 9a.m including provision of breakfast every day</p>	<p>Targeted children close gaps in phonics and their reading skills improve so that they are more able to access an age appropriate curriculum</p>	<p>During Autumn, Spring and Summer term children receive additional intensive support</p>	<p>£ 450</p>	<p>KL</p>	<p>This has been re-started following a return to school of staff who have been shielding March/April phonics assessments guide the children to be targeted</p> <p>It has been well received by parents and the children are enjoying the addition sessions</p>
<p>Additional support for targeted KS1+2 , children to cover gaps in phonic knowledge and reading skills – 1hrx 5 lunch</p>	<p>Y3 Children are heard reading regularly</p>	<p>During Autumn, Spring and Summer term children receive additional intensive support</p>	<p>£80 (difference between lunch club provision which cannot be run and time limited role)</p>	<p>Teachers</p>	<p>Due to staff shielding this has not been possible until Summer Term</p>
<p>Additional support for targeted Y2 children to cover gaps in phonic knowledge and reading skills</p>	<p>Targeted children close gaps in phonics and their reading skills improve so that they are more able to access an age appropriate curriculum</p>	<p>Use of trainee TA to support phonic/one to one reading</p>	<p>£0</p>	<p>JC</p>	

Key staff have effective training provided through a Reading Recovery trained member of staff	Staff have knowledge, skills and understanding to deliver an effective 1 to 1 /small group reading intervention in Y1,2 and 3	During Autumn, Spring and Summer term children receive additional intensive support	£300	SB/JC/KL	Summer 2: staff training//shadowing rota to be arranged alongside additional capacity created by SB working as reading intervention teacher Summer 2
Additional BLAST and targeted teaching time for EYFS children by increasing TA hours	Children catch up CLC	Children close gaps in speaking, listening, sue of language and letters and sounds	£950 2hrs per week until the end of the year		
Additional targeted teaching time for Y2/3/4 pupils in core maths and literacy	Children have additional lessons in maths and literacy to consolidate learning using the National Tutoring Partnership	Children close gaps and make rapid progress in identified areas	£146.25 for 15 hours of tutoring 1-3 ratio £1 500 (approx.) 10 weeks (until end of Summer term)		Began from November – December Halted due to Lockdown and staff member shielding Will re-start from May 10th
Intensive Reading Support for Y3 children	Identified individual/small groups of children have access to daily intensive catch up throughout Summer 2 nd half term using a Reading Recovery trained teacher	Children close gaps in reading an phonics – aspects of Y2 curriculum are re covered	£3 600 (Supply costs to release SB as Reading Recovery for 7 weeks 0.5)		

Reading Plus on line resource provided for all Y5/6 children	Children close gaps in reading and improve stamina, speed, comprehension and word knowledge	Children close gaps and make rapid progress in identified areas	£4000 providing a 3 year license to establish long term support for all pupils during Y5 and 6		<p>Actioned</p> <p>All Y5 and 6 children complete daily Reading Plus Sessions</p> <p>Reports from the data and teacher evaluation so positive impact on reading fluency and comprehension</p> <p>JC to find out pupil views as Literacy Lead</p>
Word shark on - line licensees provided for KS1 lower KS2	Children have regular access and use of accredited resources to close gaps in phonics, spelling, reading and number	IT resources regularly used by pupils diagnose and support individual need both in school and during home learning	<p>https://www.wordshark.co.uk/wordshark/online-pricing/</p> <p>£450 for 100 licensees for 1 year</p>		AH (SEND Co) has identified with staff priority pupils from each year group and are beginning to use regularly
Number Shark	Children have regular access and use of accredited resources to close gaps in number fluency and recall	IT resources regularly used by pupils diagnose and support individual need both in school and during home learning	<p>https://www.wordshark.co.uk/wordshark/online-pricing/</p> <p>£ 1200 for 10 licences which can be used by 10 children at any one time</p>		AH (SEND Co) has identified with staff priority pupils from each year group and are beginning to use regularly
ELSA and SEND support increased for KS1 and 2	<p>Children have increased access to emotional support</p> <p>Children have increased access to 1-1 , small group support</p>	Identified children have their emotional needs supported to improve confidence, security, stability and well being	£ 1 800		<p>LB liaises with MF/ JC/AH to deliver appropriate interventions</p> <p>AH to organise acquisition of Clicker 8 with James (IT) – trial</p>

	<p>LD works for 3 days per week support ELSA p,m and SEND am</p> <p>Children will have the opportunity to write a piece at length (to be proud of) using assistive technology</p>	<p>Identified children in EYFS, KS1 and Y 3/4 receive additional support in phonics, literacy, numeric fluency</p> <p>Clicker 8 to support writing for children with SEND needs.</p>			<p>use with surface pros and then roll out further for KS2 as required.</p>
Total spend:				£ 15 926.25	

Wider support

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Lending library of IT laptops/tablets (I pads) are provided for families without effective IT provision</p> <p>Number of tablets</p>	<p>Children can access effective IT provision in the event of a bubble closing</p> <p>Children can access effective IT support (upper KS2) to enable access to on line learning including homework</p> <p>Children can access additional on line</p>	<p>Children can access appropriate support to close gaps in learning</p> <p>10 x I pads</p>	<p>£ 4000*</p>	<p>SE</p>	<p>All parents who requested individual laptops to support home learning had a laptop provided so money has been reallocated e,g to ELSA/SEND/Reading interventions additional hours (April 2021)</p> <p>All laptops returned in good condition and are now available in the event of a bubble closing</p>

dependent on parental survey	resources in the classroom to support learning e.g maths, SPAG,				<p>Parents meeting to also offer continued borrowing of a laptop at home to access homework if required</p> <p>*£4000 planned spend (which would have taken us over the £16000 allocated) was not required due to the DFE scheme providing laptops to schools)</p>
Total spend:					£4000

Summary strategic report: Summer 2021

What is the overall impact of spending?

- The on-line learning and curriculum sites have been well used in school and at home. This includes See Saw and Purple Mash which has been a well used and effective on-line learning platform
- Reading Plus has been very successful in upper KS2
- All parents have had access to IT provision who have requested it
- The emphasis on revised training for staff in reading has been well received and a plan for the Autumn term has been put in place
- Parents have welcomed text books and these have offered practical support which have been reassuring
- Games based on developing social skills, promote language development and numerical understanding have been effective to promote engagement upon returning from lockdown
- Parental feedback has been very positive

How will changes be communicated to parents and stakeholders?

- Summer Term Parents evening (remotely held)
- Regular communication through See saw, Marvelous Me and school letters
- Individual support provided to parents as requested/ongoing during the year via school office

Final comments; strategic direction for 2021/ 2022

- Continue with on-line curriculum resources and IT technology to support learning at home and in school
- Staff development arranged for Purple Mash to support computing provision in school
- Continue to engage with parents to ensure all parents have access to IT laptops where needed
- Continue to use See Saw and Reading Plus to support learning at home and in school

Final spend: £ 16,126.25