Primary Catch-up Grant Plan

School	Dukesgate Academy	**Allocated Grant funding**	£16, 720
Number of pupils	232 (including 26 FT Nursery)	**% Pupil Premium pupils**	63%

Identified key barriers to future attainment:

- Attendance – pupils with historic poor attendance (Persistent Absentees) missing school as they are required to self-isolate; further exacerbation of pupils' SEMH issues due to parental anxieties and / or educational neglect.
- SEMH issues impacting on re-engagement with learning; children returning to school have experienced trauma and loss due to school closure and / or safeguarding incidents during lockdown.
- Lack of fluency and speed when reading resulting from lack of practice in both KS1 & KS2. Also, limited opportunities for reading for pleasure since lockdown due to lack of access to quality texts.
- Poor language skills, including limited range of vocabulary, impacts on early reading (including phonics) and comprehension; exacerbated by little access to quality texts.
- Limited access to wider curriculum opportunities & physical activities due to lockdown; continued social distancing measures impacting on physical well-being and health.
- Gaps in knowledge and understanding due to elements of the summer term curriculum not being taught or accessed due to lockdown; consolidation of previous learning required, including GLD, to ensure capacity to work at age related expectations by end of academic year.
- Lack of technology and connectivity limits access to remote teaching, especially for PP pupils and large families requiring multiple devices.
- Impact of social distancing measures on staff CPD opportunities including training to deliver the Remote Learning Strategy, mentoring for x 2 NQTs & x 1 UTT plus training and quality assurance of catch-up interventions.

Teaching and Whole School Strategies

Actions	Intended impact	Cost
Quality First Teaching Further develop staff expertise in implementing effective evidence-based teaching strategies – Rosenshine and Kagan structures – adapted for Covid secure forward-facing desks. Rosenshine's Principles of Instruction continue to be implemented in all age phases, including effective modelling and appropriate scaffolding of learning for all learners, including those with SEND. Ensure that x 2 NQTs and x 1 UTT receive Covid secure CPD training and support through effective mentoring and a relevant CPD schedule. **Rationale** Evidence-based teaching strategies has a positive impact on outcomes for all learners, including those with SEND.	All children continue to experience Quality First Teaching every day in every lesson which promotes good engagement in learning and at least good progress for all learners. Self-evaluation processes – lesson observations, drop-ins, book looks, pupil conferencing, PIRA, PUMA and RS assessments show pupils know, remember and can do more; they have filled their gaps in knowledge and are accessing age appropriate learning where they are able. Pupils with SEND access learning that meets their needs and ensures at least good progress.	
Identify and address gaps in children's knowledge, skills and understanding across the curriculum. Curriculum mapping of 'missed' learning to plan where this will need to be taught – also to take into account the transition to UL curriculum in humanities and science. Opportunities built into lessons to revisit previously taught content that is 'rusty' and needs to be recalled. Use of DfE mathematics guidance document to plan learning, shared with teaching staff via maths lead. **Rationale** Baseline assessment highlights gaps in pupils' knowledge, understanding and skills. These result from information not having been taught, forgotten or having become 'rusty' following school closure.	Children are able to access age related curriculum for their year group, as key learning from the summer term has been caught up or planned into future learning in an appropriately sequenced way. Lesson observations, drop ins, book scrutiny and pupil conferencing shows that strategies are effective. PIRA / PUMA, RS scores increase.	
Ensure opportunities to develop language skills and vocabulary are explicitly built into the curriculum, including the use of pre-teach strategies, with modelling and overlearning in lessons. Remind staff through CPD sessions of need to implement actions from key documents - Preparing for Literacy, Improving Literacy at KS1 & Improving Literacy at KS2 from EEF.	Pupils can increasingly articulate their ideas through having a bank of appropriate words to draw upon when discussing their ideas and learning. Children's knowledge of technical vocabulary increases and ensures access to the curriculum, acquisition of	

Key vocabulary to be identified on medium-term planning and its application modelled during lessons, including in EYs. Purchase a range of picture books without words to develop the naming of objects in EYs and with EAL learners. Use of S&LT Blank level screening / Well-come assessments to match provision to whole class assessed needs. Rationale Baseline assessment shows that CL is a key area for development for EYs children. Additionally, gap analysis of baseline reading assessments for KS1 and KS2 shows pupils scores in vocabulary related questions are low – especially amongst EAL and SEND learners. EEF identifies developing oral language as a priority and a pre-requisite for improving early reading.	knowledge and understanding of ideas encountered in their lessons. PIRA analysis shows increases in marks / scores for vocabulary.	
Ensure an effective home learning strategy is in place and is backed up by sufficient appropriate technology to support learners, especially those in receipt of PPG or with SEND. Remote learning strategy communicated with all members of the school community via CPD schedule, newsletter and website, with clearly accessible routes to support and follow up from pastoral and teaching staff which promotes maximum engagement with online learning. Parents to be supported to help their children engage and learn at home. Pastoral staff to carry out audit of digital accessibility for all children, purchased and prepared chrome books ready for immediate use in the case of a class bubble / or pupils needing to self-isolate. DfE laptops issued to risk assessed individual pupils for home use if needed. CPD schedule in place for pupils and teaching staff to enable them to plan, deliver and access remote learning when necessary. Rationale Remote learning is more challenging due to the lack of face to face contact. Vulnerable learners and families need emotional support to sustain engagement in remote learning.	Pupils required to isolate are not academically disadvantaged and are able to keep up with intended learning or the offer that their peers are receiving in school. Parents / carers can swiftly access support to ensure pupils are able to 'keep up' with their peers if learning is remote. Teaching staff have the necessary skills and confidence to deliver the remote learning strategy which results in high pupil engagement with remote learning and sustained good pupil outcomes.	£5,500
	Total Cost **Allocated cost from catch up Grant**	£5,500

Targeted Strategies

Actions	Intended impact	Cost
Maintain robust 'First Day Response' for all children absent from school which results in the elimination of Persistent Absence. Early first day follow up calls from Head of Inclusion or SLT if vulnerable pupils are absent with no explanation. Attendance of all pupils and Persistent Absentees to be reviewed and discussed with EWO and followed up according to agreed protocols for support => FPN in cases agreed between EWO and Head of Inclusion. Bespoke programme of support for those children who experience anxiety returning to school – including 'meet and greet' from familiar adults, staggered start or finish to reduce anxiety and breakfast club attendance. Further targeted support from Inclusion team to refer families where parental anxieties are impacting on attendance including early help referrals and / or multi-agency meetings. Rationale: EEF Teaching Toolkit recognises Social and Emotional Learning and Metacognition and Self-Regulation as effective strategies.	Whole school attendance remains at least in line with national comparisons. The attendance of persistent absentees improves and is eliminated or at least in line with that of their peers. Emotional support and nurture provided for those children who experience anxiety on return to school. Vulnerable pupils attend school every day and are settled to learn and calm when entering the classroom.	
Phonics Catch Up Additional daily phonics sessions provided for pupils in Reception, KS1 and Y3 to address any gaps in their phonics' knowledge or skills and ensure children are secure and fluent in decoding age appropriate texts. Y2 – Baseline assessment, gap analysis and additional, targeted small group teaching daily to close knowledge gaps and ensure all pupils who were on track to pass phonics' check in June 2020 reach the expected standard by October 2020. Children who were not expected to pass in Y1 but meet the standard at the end of key stage 1, reach the expected standard by July 2021. Children with SEND make good progress by July 2021. Y1 – Baseline assessment, gap analysis and additional, targeted small group teaching daily to consolidate reception age related knowledge in phonics, *at the same time* teach age related expectations from autumn 2.	All pupils meet their academic targets in phonics by the end of the academic year. Gaps in phonics knowledge have been identified and closed; progress in reading is in line with age related expectations and all pupils meet their academic targets in early reading by the end of EYs, Key Stage 1 & Y3.	

Rationale Baseline assessment and phonics tracking data identifies gaps in pupils' knowledge and regression for some pupils.		
Ensure that the weakest readers in KS2 increase the speed and fluency of their reading to > 90 words per minute through explicit teaching of 'speed reading' skills and frequent practice. Focused x 4 per week, small group teaching of reading domains, including comprehension & inference for targeted pupils in KS2, using gap and data analysis to identify weaknesses in specific areas. Purchase new reading books that will provide access to high quality texts, support reading for pleasure and promote rapid re-engagement with reading. Rationale EEF documents 'Improving literacy in KS2' identifies explicit teaching of reading strategies impacts positively on reading outcomes.	All children in KS2 will have access to high quality texts which re-engages them with reading. Targeted teaching of fluency and comprehension strategies ensures all groups of children make rapid progress in reading and reach their academic targets by the end of the year.	£8,000 (KS2 books)
Total Cost **Allocated cost from catch up Grant**		£8000

Wider Strategies

Actions	Intended impact	Cost
Timetable adapted to include a daily focus on wellbeing in all age phases to include: Daily Mile (how many laps in 15 – 20 minutes), Emotional Literacy Lessons (x2 text based lessons per week), PSE lesson (x 1 per week) & Online Safety lesson (x 1 per week). Emotional Literacy scheme of work implemented consistently across school. Purchase all books to implement the scheme of work. Whole school RAG rated for emotional vulnerability by Inclusion Team. Whole class input for green rated pupils through daily lessons with teachers.	Baseline 'average number of laps' per class in September, February and July shows an increase in fitness of the class. SDQs collected pre & post interventions, indicate an improvement in the class and individual profiles of children showing that their emotional needs are being met. The emotional well-being of all pupils is very good, with individuals receiving effective support that allows them to be settled, calm and able to learn, resulting in good	£3,000 (books for EL scheme)

Questionnaires collected from parents, teachers and children early September to identify class profile for a more bespoke approach from January 2021. Amber pupils provided with small group support via class-based support initially or through Inclusion Team. Red rated pupils provided with bespoke programme based on analysis of need. Head teacher assemblies linked to whole school profiles. Therapeutic Play Lead provides individual support for appropriately screened children with supervision from Play Therapy UK. Head of Inclusion works with LAC and children with EHC plans. Inclusion team works with pupils at serious risk of exclusion due to extreme and challenging behaviour. Fortnightly review of identified pupils on reduced timetables with Primary Inclusion Team & Educational Psychologist. All children will continue to access the creative curriculum through art and design technology lessons, ensuring access to a broad and balanced curriculum. Rationale A significant number of children returning to school have experienced trauma and loss due to school closure and /or safeguarding incidents, including online during lockdown. 50% of the school is RAG rated red (25%) or amber (25%) for SEMH needs. Lack of access to outdoor play during lockdown resulted in loss of fitness and inactivity which has impacted negatively on their physical well-being.	attendance, positive behaviour for learning and outcomes that match or exceed their previous attainment.	
All home learning to be set via online platforms and SWAY, to ensure children, staff and families remain familiar with how to access remote learning in case a move to remote learning is required due to self-isolation. Forms to be embedded in all work set. Log in details for all platforms provided and distributed for all families. Home reading continues to be via Reading Planet (online Rising Stars) Purple Mash TTRock Stars SWAY Education City Rationale Children and families need to Rationale	Children, staff and families remain confident in accessing the school's remote learning.	

Blended approach to learning ensures that staff, children and families remain familiar with how to access remote learning.		
Total Cost **Allocated cost from catch up Grant**	£3000	

Summary Catch-up Grant allocation	
Strategy	**Cost**
Teaching and whole school	**£5,500**
Targeted	**£8,000**
Wider	**£3,000**
Total	**£16,500**
Allocation	**£16,720**