

Catch Up Premium Strategy Plan

Summary information			
School	Ilminster Avenue E-ACT Academy		
Academic Year	2020-21	Total budget	£26,080
Total number of pupils	325	Date for next internal review of this strategy	Termly (December/January)

1. Barriers to future attainment & progress due to COVID-19	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	% of children with age related phonics knowledge and reading skills across the school
B.	Increase the % of children with speech and language needs have their needs met
C.	% of children with age related maths knowledge and skills (in relation to place value)
D.	% of children with an attendance at or above national average
E.	% of children who are able to self-regulate and use strategies when using the relational approach to behaviour

2. Outcomes		
	Desired outcomes	How they will be measured

A.	<ul style="list-style-type: none"> For the % of children in EYFS to achieve GDL is reading to be in line with national average and meet target set. For the % of children year 1 and year 2 children who pass their phonics screening to be above national average and to meet the target set. For children in year 3 who were working towards in the 2019 phonics screen to accelerate their progress in phonics. For all staff to receive high quality phonics CPD which can be used to support children in all year groups. For the % of children in EYFS, KS and KS2 to make progress in reading 	<ul style="list-style-type: none"> Data drops in terms 2, 4 and 6 for maths, writing and reading Phonics screens for year 1(Summer) and year 2 (Autumn and Summer) GLD progress in reading strand for EYFS is term 2, 4 and 6 data
B.	<ul style="list-style-type: none"> In EYFS for the % of children to achieve GLD for speaking and listening to be in line with national average and meet the target set. 	<ul style="list-style-type: none"> Progress from baseline in September against data drops in term 2, 4 and 6
C.	<ul style="list-style-type: none"> For the % of children in EYFS, KS1 and KS2 to make progress in maths. 	<ul style="list-style-type: none"> Progress from baseline in September against data drops in term 2, 4 and 6
D.	<ul style="list-style-type: none"> For the % of children at or above national average for attendance to increase. 	<ul style="list-style-type: none"> Attendance data tracked weekly and submitted monthly. Progress for individual children, cohorts and across the whole school.
E.	<ul style="list-style-type: none"> For the % of children using relational approaches to self-regulate and de-escalate to increase. 	<ul style="list-style-type: none"> Tracking of behaviour incidents using CPOMs spot checks. These checks look for patterns and trends which are then actioned.

3. Planned expenditure - Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
Action tutoring ensures that children in year 5 make accelerated progress.	15-week tutoring programme Programme to run 3 times £1350 x 15 weeks £1350x 3 - £4,050	The tutoring will be face-to-face and have a maths or reading focus. The baseline data in year 5, shows gaps in maths and reading.	The programme gives entry and exit data to measure progress. The tutors give detailed feedback throughout the process to support class teachers and LSAs also. Data submitted by class teachers (teacher assessment) would show progress from term 2 to term 4.	EL, SS	Jan/Feb 2021	

<p>Attention Autism delivers high quality staff CPD which in turns has an impact on whole school speech and language. Children in EYFS, year 1 and 2 would have access to engaging sessions with enriching language opportunities.</p>	<p>Bucket session-small group and whole class Bucket resources The training is estimated to be around £500 per person We aim to train up at least 3 members of staff. £1500</p> <p>We would also need to pay for LSA supply cover for the duration of the course. All LSAs are now 1:1 and would need covering x12 days.</p> <p>£1,404</p>	<p>We only have one trained member of staff to deliver attention autism sessions. This includes a bucket session. Our aim is to train at least 3 more members of staff to deliver this high-quality speech and language session in EYFS, year 1 and year 2.</p>	<p>EYFS data for the speech and language strand would have a marked improvement from the baseline data to the termly data submitted.</p> <p>In year 1 and 2, these sessions would impact on children with ISP targets relating to speech and language. There would also be progress in that strand within the English National Curriculum. Term 2 to term 4 data would show strong progress.</p> <p>Other staff would be trained whilst observing bucket sessions and best practice would be shared.</p>	<p>SA</p>	<p>Jan/Feb 2021</p>	
Total budgeted cost						£6,594

4. Planned expenditure - Curriculum

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
<p>Spelling shed to improve spelling across the school. This specifically relates to common exception words in each year group and age-related spelling outcomes in the National Curriculum.</p>	<p>Whole school annual subscription is approximately £250. This equates to 75p per child.</p>	<p>The September baseline data revealed that spelling is a knowledge gap for both key stage 1 and 2.</p>	<p>Writing lead to embed this website into everyday teaching and remote learning. All stakeholders to be committed to using the programme and making progress.</p>	<p>CSt.</p>	<p>Jan/Feb 2021</p>	
<p>Fine motor skills are improved when using high quality resources</p>	<p>High quality fine motor skills resources from TTS (approximately £1,000 budget). Resources for both EYFS and year 1</p>	<p>The September baseline data in EYFS revealed gaps and a line of enquiry for fine motor skills in EYFS. This was also found in the year 1 baseline tasks.</p>	<p>Daily fine motor skill practise. Training of staff to use a range of high-quality resources. A clear whole-school approach which explicitly links to our handwriting policy.</p>	<p>DF</p>	<p>Jan/Feb 2021</p>	

Number blocks resources address the gaps in year 1	Number blocks resources (approximately £500) for year 1.	The September baseline data in year 1 revealed gaps and a line of enquiry for number. This is a direct result of not covering all of the EYFS in detail last year.	Maths lead is also the phase lead in KS1. Maths lead and SLT to ensure the monitoring and evaluation cycle includes evidence of the use of these materials. Collation of pupil voice.	CSa	Jan/Feb 2021	
Place value resources address place value gaps across the school.	Place value resources (approximately £1,000) for the whole school	The September baseline data across the whole school revealed gaps and a line of enquiry for place value in all year groups.	Maths lead and SLT to ensure the monitoring and evaluation cycle includes evidence of the use of these materials. Collation of pupil voice.	CSa	Jan/Feb 2021	
Total budgeted cost						£2,750

5. Planned expenditure – Targeted 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	Review Date	Review Comments
For children in year 3 and 4 to make accelerated progress in reading, writing and maths.	To employ the teacher/tutor to lead core subject intervention sessions. The groups would be no larger than 6 children (due to size of intervention room). 154 x 51 days £7,854	Baseline assessments show significant gaps in the core subjects in lower key stage 2. There is also limited capacity in year 3 and 4 (currently no LSA support).	Tutor to collate entry and exit data to measure progress. The tutors give detailed feedback throughout the process to support class teachers. Data submitted by class teachers (teacher assessment) would show progress from term 2 to term 4.	CSt and FH	Jan/Feb 2021	
High quality speech and language provision for SEN children	Level 1 PECS training (online) £330 per person. Training for 2 people and the cost of supply cover. Approximately £1,000	We have 6 children with EHCPs and 8 pending applications. This is higher than average. There is a line of enquiry within our SEND group identifying communication and language as an area whereby accelerated progress is needed.	SENCO will lead the delivery of the provision and monitor its effectiveness. This includes the use of monitoring, evaluation and data.	SA and DF	Jan/Feb 2021	

High quality speech and language support and interventions in EYFS	Pay for an additional day of speech and language in EYFD through the talk speech programme. 30 days x 240 per day £7,200	The September baseline data in EYFS revealed gaps and a line of enquiry for language and communication.	EYFS lead and SENCO to monitor the effectiveness of 1:1 speech and language (through ISP targets), small group interventions and whole class teaching.	SA and DF	Jan/Feb 2021	
Total budgeted cost						£16,714

6. Planned expenditure - Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date	Review Comments
Total budgeted cost						
Grand total budgeted cost						£26,058