



Daisyfield Primary School Catch-Up Premium Plan



Summary information

School	Daisyfield Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£21,920	Number of pupils	271 + 26 Nursery

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits. The impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Priority Areas for Catch Up Funding

Priority 1 £1650.00

English catch up intervention for Years 3,4 and 5.

Priority 2 £1650.00

Maths catch up intervention for Years 3,4 and 5.

Priority 3 £ 8695.38

Additional 1:1 reading for all children across school

Priority 4 £9550.75

Additional TA intervention across Year 1 and 2.

Catch Up Funding Initiatives

Agreed Actions	Who	Expected Outcome	Success Criteria (evidence)
<p>1.1 Following completion of assessments, identified small groups of children and clear learning objectives to be focused on in English. Maximum of 8 children in each year group – 3,4 and 5</p>	<p>Class teachers</p>	<p>Appropriate children are targeted for additional intervention. Appropriate Learning Objectives have been identified.</p>	<p>English intervention is in place for appropriate target children. Identified learning objectives are delivered which arrows the gap in learning</p>
<p>1.2 Teaching Assistant to be identified to provide additional intervention after school one night a week, 3.00pm – 4.00pm.</p>	<p>JMR/NO</p>	<p>Suitably qualified Teaching Assistants have been identified and have a prior knowledge of the children and target year groups</p>	<p>Appropriate experienced Teaching Assistants are delivering the additional interventions</p>
<p>1.3 Weekly after school interventions to begin w/c 04.01.2021. Parents to be informed before the end of the Autumn Term 2020.</p>	<p>RM/FM/MA JMR</p>	<p>Children made rapid progress and the gaps in learning narrow.</p>	<p>Interventions are provided on a regular basis, children attend regularly and the impact can be seen,</p>
<p>1.4 Half term assessment of the progress made against the identified learning objectives.</p>	<p>RM/FM/MA Class teachers</p>	<p>Assessments identify the progress made and direct the children next steps in learning.</p>	<p>Target children make accelerated progress which is demonstrated at the end of term /half term tests.</p>
<p>1.5 Target groups and Learning objectives to be reviewed at the end of the half term, ready for the next half term.</p>	<p>RM/FM/MA Class teachers SLT</p>	<p>Appropriate children are targeted for additional intervention. Appropriate Learning Objectives have been identified.</p>	<p>Intervention is in place for appropriate target children. Identified learning objectives are delivered which arrows the gap in learning.</p>
<p>2.1 Following completion of assessments, identified small groups of children and clear learning objectives to be focused on in Maths. Maximum of 8 children in each year group – 3,4 and 5</p>	<p>Class teachers</p>	<p>Appropriate children are targeted for additional intervention. Appropriate Learning Objectives have been identified.</p>	<p>Maths intervention is in place for appropriate target children. Identified learning objectives are delivered which arrows the gap in learning</p>
<p>2.2 Teaching Assistant to be identified to provide additional intervention after school one night a week, 3.00pm – 4.00pm.</p>	<p>JMR/NO</p>	<p>Suitably qualified Teaching Assistants have been identified and have a prior knowledge of the children and target year groups</p>	<p>Appropriate experienced Teaching Assistants are delivering the additional interventions</p>
<p>2.3 Weekly after school interventions to begin w/c 04.01.2021. Parents to be</p>	<p>RM/FM/MA</p>	<p>Children made rapid progress and the gaps in learning narrow.</p>	

informed before the end of the Autumn Term 2020.	JMR		Interventions are provided on a regular basis, children attend regularly and the impact can be seen,
2.4 Half term assessment of the progress made against the identified learning objectives.	RM/FM/MA Class teachers	Assessments identify the progress made and direct the children next steps in learning.	Target children make accelerated progress which is demonstrated at the end of term /half term tests.
2.5 Target groups and Learning objectives to be reviewed at the end of the half term, ready for the next half term.	RM/FM/MA Class teachers SLT	Appropriate children are targeted for additional intervention. Appropriate Learning Objectives have been identified.	Intervention is in place for appropriate target children. Identified learning objectives are delivered which arrows the gap in learning.
3.1 Interview Welfare Assistants to identify 5 members of existing staff to provide 1:1 reading for 4 days over 2 classes.	JMR/NO	Appropriate staff, with the necessary skills are in place to provide the additional 1:1 reading.	Appropriate Welfare Assistants are in place to provide additional 1:1 reading
3.2 Provide identified Welfare Assistants with reading training to ensure consistency and understanding of school procedure for listening to and recording 1:1 reading	JMR/NO/LD	Identified staff have the necessary skills to deliver effective 1:1 reading. Identified staff have a clear understanding of the school procedure for listening to children read.	Training delivered which impacts on the quality of experiences of the 1:1 reading provided. A positive impact on the children's reading standards can be seen.
3.3 Teachers to have an overview of reading progress and review book bands at least once per half term to ensure sufficient challenge.	Class teachers	Teachers ensure that children are making appropriate progress and monitor the challenge of books	Teachers continue to have a clear understanding of the level of attainment in reading
3.4 Welfare Assistants to read with those children who don't have the necessary support at home, more than once a week.	Class teachers	Identified target children to be read to more than once in school.	Children make accelerated progress due to additional 1 :1 support.
4.1 Following completion of assessments, identified small groups of children and clear learning objectives to be focused on, initially in Year 1.	Class teachers	Appropriate children are targeted for additional intervention. Appropriate Learning Objectives have been identified.	Identified intervention is in place for appropriate target children. Identified learning objectives are delivered which arrows the gap in learning
4.2 Additional Teaching Assistant to be appointed to provide class support or Intervention as felt appropriate once appointed.	JMR/NO	Suitably qualified Teaching Assistants have been identified to provide additional support and intervention. Children made rapid progress and the gaps in learning narrow.	Appropriate experienced Teaching Assistants are delivering the additional interventions

4.3 Half term assessment of the progress made against the identified learning objectives.	RM/FM/MA Class teachers	Assessments identify the progress made and direct the children next steps in learning.	Target children make accelerated progress which is demonstrated at the end of term /half term tests
4.4 Target groups and Learning objectives to be reviewed at the end of the half term, ready for the next half term.	RM/FM/MA Class teachers SLT	Appropriate children are targeted for additional intervention. Appropriate Learning Objectives have been identified.	Intervention is in place for appropriate target children. Identified learning objectives are delivered which narrows the gap in learning.