



## Whitefield Primary School : Tiered Plan for use of Catch Up Funding

### Introduction

The Whitefield approach to planning post lockdown 2020/21 is based on “The EEF Guide To Supporting School Planning: A Tiered Approach To 2020-21”

This plan should be read in conjunction with a wider school development plan which picks up key elements in more detail.

This plan specifically will support allocation of both catch up and pupil premium funding.

Three key areas are considered in line with the EEF approach

### 1. Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year. Approach to assessment and CPD are key to high quality teaching


### 2. Targeted academic support


Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.


### 3. Wider strategies


Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.


*A checklist for implementing a tiered approach to planning in 2020-21:*

 *Are we confident that we have identified a small number of implementation priorities that we think we will be able to change?*

 *How many new routines and habits do teachers and other staff need to integrate into their work?*

 *Have we appraised our capacity to make those changes, so that they are feasible and likely to be sustained by all staff?*

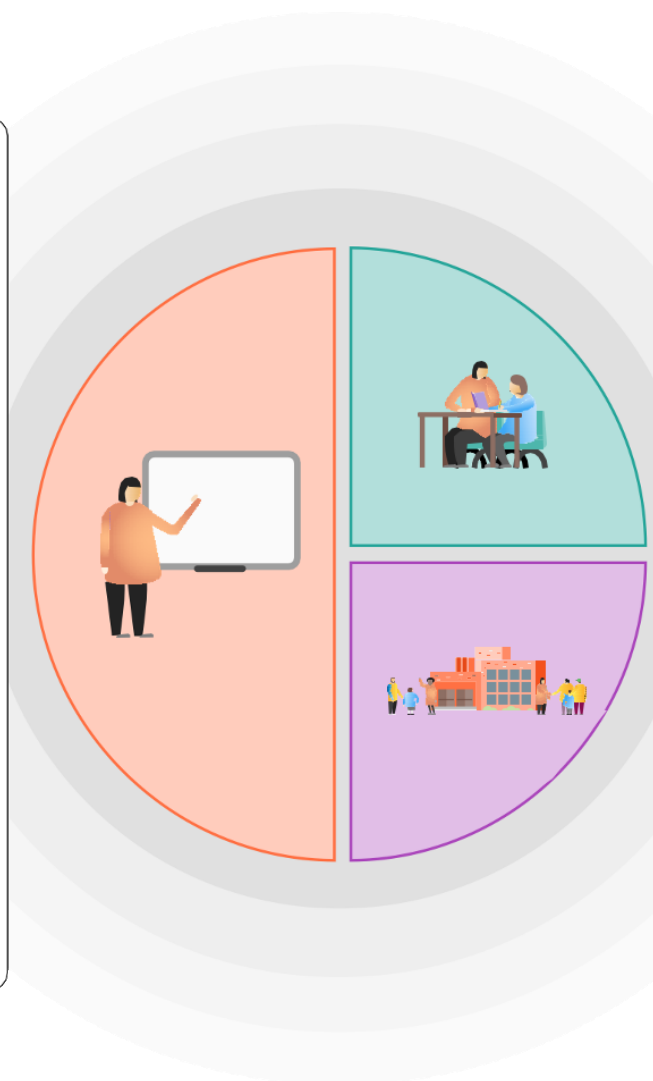
 *Is there a clear and shared understanding of what is being implemented and how, e.g. targeted interventions are communicated clearly to teachers?*

 *Are we able to respond to new challenges that may arise during the academic year ahead, e.g. significant falls in attendance?*

*The EEF Guide To Supporting School Planning:  
A Tiered Approach To 2020-21”*

## 1 Teaching

- A broad and engaging Global curriculum built from a 8 week "recovery curriculum" based around learning behaviours and readiness
- Whole-school reading approach using Steps to Read with focus on tiered vocabulary linked to the wider curriculum underpinned by clearly defined formative assessment practices.
- Development of Early Reading through focus on phonics teaching and keep up not catch up
- Development of progressive approach to maths developing maths fluency and concepts supported by expert maths specialists and teacher CPD



## 2 Targeted academic support

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- Development of class and whole school pyramid of need
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Specialist Reading Recovery and Dyslexia teachers working with targeted children
- Third Space Learning tuition for some y5/y6 maths
- Implementation of Reading plus and Maths Flex
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Weekly access to therapy dog for targeted children

## 3 Wider strategies

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- Daily breakfast in classrooms mid morning for all.
- Extensive Play based sessions supported by classroom staff focused on SEMG
- Implementation of new PHSE scheme Jigsaw supported by personalised safeguarding curriculum.
- School staff used to cover classes rather than supply staff.
- CPD on play and attachment friendly practice, explicit teaching around self regulation and growth mindset. Gold Attachment a
- Focus on supporting families mental health and well being to build capacity and resilience
- Develop assessment model to support all key groups
- Ensure all children and parents can access home learning, use seesaw to support pre-learning and review

## Focus on Pupil and Catch up Premium

Initiative	Description	FUNDING SOURCE	COST	Impact
<b>Targeted approaches</b>				
Reading Plus All KS2	Reading Plus is a web-based program that builds upon the foundational skills of phonics and phonemic awareness to develop silent reading fluency, comprehension (deeper understanding), and re-engaging reluctant readers in Reading for Pleasure. Integrated baseline and benchmark assessments allow you to measure gaps in learning and evidence impact throughout the school year.	Existing package – Pupil Premium funding  Additional tranche School – Catch up	Additional £983+VAT To May 2021	Planned impact improved summative assessment data enabling staff to pinpoint areas of focus for children.  Implementation requires staff CPD to ensure used regularly and effectively
Early Years Communication and Language	Speech and Language specialist support	Funded by consortia	n/a	Accelerated progress in the development of children's communication and language , staff upskilling and specific focussed support Improved summative information through use of the wellcomm screen
Early Years Communication and Language	Early Talk Boost - one group per half term following staff Wellcomm screen <i>Early Talk Boost</i> is a targeted intervention aimed at 3-4 year old children with delayed language helping to boost their language skills to help narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine week intervention.	Staff already trained and able to deliver – cost of staff time from Early Years Pupil Premium and Pupil Premium	£800 (1hr a week for 40 weeks)	Accelerated progress - The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations.
Specialist Reading Recovery KS1 support	Daily small group and 1:1 session five days (staff cost)	School – Catch up	£6000	Children learn to read
Specialist Dyslexia Support	3days 1:1 support session (staff cost)	School – Catch up	£3000	Children learn to read

Third Space Learning	Maths coaching for identified children – 10 children years 5/6 £50 per child per term plus staff support and equipment Starts with diagnostic assessment then weekly lessons to plug gaps and build confidence	School – Catch up	£800	Increased confidence and fluency, fewer gaps and misconceptions
<b>Teaching</b>				
Early Years Motor – towards writing	Griffin OT – support for motor development	Funded by consortia	n/a	Develop motor skills as a precursor for writing development
Big Cat Readers	Implement home learning package of phonically decodable books for KS1 and EYFS (and identified KS2) to support practice, application and children home learning	Mix – L6 Centre/ School budget	£3000	Using fully decodable books support early reading development linked to the Letters and Sounds programme. Accelerate reading progress
Adoption of the Maths Flex programme	<p>Maths Flex is a new maths practice service for KS2 that combines mastery approaches to intelligent practice, whole-class teaching, and same day intervention with powerful AI.</p> <p>The AI from our partners, Century Tech, uses White Rose Maths* small-steps approach as the basis for setting highly personalised, individual practice. The AI constantly adapts to the pupil's own strengths and weaknesses helping you to manage the wide range of abilities in your class whilst cutting down the time required to set practice.</p> <p>Powerful reporting gives you an overview of class progress, including highlighting those in need of stretch and intervention, enabling you to make data-driven decisions on what to teach next.</p>	School – Catch up	£1250	Accelerated progress in maths, increased confidence and fluency
Specialist maths lead support to Early Career teachers and other staff to consolidate maths teaching	Four weeks supply cover to enable specialist maths teacher to work across the school. Focus on development of maths vocabulary and automaticity of key facts	School – Catch up	£2500	Increased consistency in HQT, more effective assessment practice and use of KERFs to ensure all children making good or better progress

Kaligo handwriting app and targeted daily sessions	8 weeks access to Kaligo AI handwriting app in KS2. Particular focus in year 3 and 4. Kaligo is the first handwriting application approved by the Department for Education, designed to teach students how to write using a stylus and tablet, built on an AI machine learning platform. App enables remote access to home learners and practice with parents.	School – Catch up	tbc	Improved fluency and confidence in handwriting supporting development of writing by reducing barriers
Wider Strategies				
Daily breakfast for all	Morning toast and fruit available to all children	L6 Centre Magic Breakfast	£800	Children able to access learning
Loose Parts play	Development of personal and social skills through staff facilitated loose parts play to encourage children to re-establish relationships and develop focus and learning behaviours. Supported by Staff CPD and use of the Fagus developmental profiling tool	L6 Centre /School budget	£3500	Children calm, engaged and ready to access learning
Home learning	Policies and practices set up using Seesaw as the platform to share different elements of learning as set out in school contingency plan. Redeployment of old school devices for home learning. Training children to have skills to support home learning if needed.	School budget	£2000	Children continue to access learning if need to isolate or miss school for other reasons and are well.
Jigsaw PHSE	Recovery curriculum to develop learning behaviours and metacognition supported by consistent curriculum across school through adoption and cpd of Jigsaw curriculum  The Jigsaw PSHE / Health and Well-being curriculum provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people.	School budget	£2000	With its primary role in supporting young people's health, wellbeing and resilience, and the resulting impact on attainment, there is a very strong argument for all children in all schools to receive high quality PSHE education Studies have shown that PSHE helps to remove barriers to learning related to mental and physical health, bullying and relationships