

SUMMARY INFORMATION

Number of pupils eligible:	322	Amount per pupil:	£80
Total catch-up premium budget:	£25,795		

SCHOOL SITUATION

Total pupils on role:	% SEND	%EAL	%Pupil Premium	% Attendance
354	20	7	48	95

STRATEGY STATEMENT

All children have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The impact of lost time in education is substantial for children, particular those who are most vulnerable or from disadvantaged backgrounds. Schools have been provided with funding to support the catch-up of all children.

At Grange we understand that all children now need to make accelerated progress to ensure they are working at or above age-related expectations and are fully prepared for the next stage of their learning at the end of primary school.

It is our aim that catch-up funding will support us in helping pupils:

- To overcome barriers to learning
- To raise attainment and deepen understanding of all pupils, in order to close the gap created by COVID-19 school closures
- a) EYFS: To improve the oral language skills of pupils in the Early Years Foundation Stage; expressive and receptive vocabulary, listening and narrative skills, phonological awareness and letter-to-sound knowledge; to ensure they are ready for the next stage in their education.
- b) KS1 To rapidly improve Key Stage One pupils' ability in phonics & reading fluency; their phonic knowledge, their ability to blend and segment sounds, their ability to read fluently; to ensure they are ready for the next stage in their education. To improve writing and spelling as pupils have had little experience during lockdown. To improve basic maths skills.
- c) KS2 To improve the basic maths, reading and writing skills of pupils, to ensure they are ready for the next stage in their education.
 - To reduce the attainment gap between disadvantaged pupils and their peers.

EXTERNAL BARRIERS TO LEARNING

Our pupils are affected by child poverty and disadvantage in these 5 key areas:

- Material
- Emotional
- Experience
- Language
- Aspiration

For some pupils:

Having just their basic needs met.

Behaviour changes and relationships with peers are underdeveloped due to lack of social opportunities during periods of lockdown - some pupils becoming more immature and others overly mature for their age.

Attention span and motivation requires development.

Lack of independence in self-care is an issue affecting some pupils.

Lack of resources e.g. books in the home environment to support learning during periods of lockdown / isolation.

Lack of parental knowledge in order to support pupils' work affects some pupils.

Lack of technology for accessing home learning.

Absences caused by periods of lockdown, self-isolation and regular illnesses with similar symptoms.

ACADEMIC BARRIERS TO LEARNING

Foundation Stage	KS1	KS2
Speech and language skills are underdeveloped in many younger pupils. Pupils do not have independent skills in self-care. Little use of writing tools during lockdown means dexterity in not as advanced. Lack of opportunity to read a range of phonic based books means pupils have had less opportunity to decode with meaning. Many pupils have not had exposure to working with numbers or counting whilst off school.	Speech and language skills underdeveloped in many younger pupils. Little use of writing tools during lockdown means dexterity in not as advanced and pupils do not have the stamina for sustained writing. Lack of opportunity to read a range of phonic based books for lower ability pupils means pupils have had less opportunity to decode with meaning. Lack of exposure to questioning about text means pupils do not have the text interpretation skills to explain and show full understanding. Many pupils are reliant on phonetic spelling for even high frequency words due to lack of exposure. Many pupils have not had exposure to working with numbers or counting whilst off school.	Behaviour impacting on pupil's ability to stay focused. Lack of opportunity to read a range of texts and use text investigation skills to show full understanding. Lack of opportunity to use higher maths skills such as calculating with decimals or fractions.

EXPENDITURE

WHOLE SCHOOL SUPPORT					
Action	Intended outcome and success criteria	Evidence and Rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review it?
To provide quality home-learning through a learning platform.	A strong remote learning offer is in place. A new platform is in place (Google Classroom) All staff are trained in its use. Documents for how to use the platform shared with parents. Technical support available to support parents. In the event of home learning being needed, individual children can access. Paper copies available for those who cannot access the internet.	The majority of children have devices suitable to work on the google classroom platform. The platform is a free resource. Whilst isolating pupils can communicate with teachers for advice and feedback Learning is continuous and parallel to classroom teaching.	Monitor teacher use of Google Classrooms. Monitor pupil use of Google Classrooms.	S.Fawn T.Fleming	Weekly
To provide additional /reinforcement learning opportunities through the use of digital packages: Lexia TTrockstars Numbots	Pupils access the apps from home or school Pupil knowledge is improved, retained and recall is more rapid.	Pupils enjoy digital learning and participating in a competitive way.	Monitor pupil use of the apps and review the progress they have made. Lexia levels achieved TTrockstars and Numbots the amount of questions answered accurately per minute.	Class teachers	Termly

Action	Intended outcome and success criteria	Evidence and Rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review it?
To fill gaps in learning to ensure pupils catch-up to age appropriate levels.	Teachers identify gaps in learning. Specific group work planned for targeted groups. Curriculum adapted to cater for common gaps and to cover the learning missed through lockdown.	Majority of pupils who have fallen behind in learning due to lack of support from home during lockdown.	Monitor timetabling. Monitor targeted group work feedback. Monitor curriculum planning. Monitor pupil levels through assessment.	SLT	Half-termly/termly
To deepen understanding in key areas of learning.	Adapt the curriculum to a spiralling curriculum, revisiting and extending past-taught topics for retention. Provide tasks of differing levels to suit pupil needs - doing it, using it, owning it.	Because of limited learning during lockdown, some children have a very basic understanding of some concepts and have poor recall of prior learning.	Monitor planning. monitor changes in pupil understanding through assessed tasks.	SLT Curriculum team	Termly
To ensure smaller class sizes so that the pupil:teacher ratio is low.	Additional teaching staff employed. Pupils receive more individual teacher time which impacts on standards.	Smaller class sizes mean that pupils receive longer time for individual attention, support and feedback time.	Through school teaching/learning monitoring procedures.	SLT	Termly

TARGETTED SUPPORT

Action	Intended outcome and success criteria	Evidence and Rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review it?
To improve access to online home learning for pupils without technology.	IPad and Laptops distributed from existing stock for those pupils who need it. Registered on the government website for DFE laptops. Create a register of	Not all pupils have access to the internet or sufficient devices to participate in home learning. Often there are several children in the household who share a	Contact parents to establish need and monitor pupil access to the google classroom. Ensure all families have an internet connection and devices through this	C.Plaskitt S.Fawn T.Fleming	Weekly in lockdown. At the start of individual isolations.

	those who do and do not have access to WIFI, tablets and or laptops. Use funding to buy additional resources where needed. All pupils can access online learning.	device. Individual devices are need for all children in the family to participate in home-learning.	monitoring. Monitor all families are attempting home-learning.		
To improve levels of pupils able to use speech and language appropriate to their chronological age.	Provide Speech and Language support for those unable to communicate at a level suitable to their chronological age. Pupils able to use age-appropriate language and speak fluently.	Many younger pupils have not had social /language sharing opportunities and speech is underdeveloped.	Identify pupils needing support. Refer to speech and language therapist in school.	SENDCO Michelle - speech therapist	Half-termly
To improve outcomes for SEND pupils unable to access the curriculum.	Pupils to work in small groups supported by an adult on an alternative curriculum pathway to suit and challenge their level of development. Planning created by teachers and delivered by a level 3 TA. SEND pupils are able to access the full curriculum at their level of understanding.	Some lower ability pupils such as those on the SEND register are unable to access the standard curriculum.	Monitor work completed by groups Monitor feedback from TA Observe TA teaching small groups Monitor progress of small groups	Class teachers SLT	Half-termly
To improve channels of communication between school and link services for child assessment and development.	Pupils' needs identified as a cause for concern. Levels of need identified and prioritised. Causes for concern quickly referred for support. SENCO to be released	Increased number of children on the SEN register needing support.	SEND register monitored. Monitoring of referrals being acted upon. Monitoring evidence of SENDCO support through discussion with class teachers.	C.Plaskitt SENDCO	Half-termly

	from own class with cover, to be available for liaison and support.		Monitoring of support provided through observation / monitoring of reports.		
To ensure that pupils are well supported in relation to their wellbeing & mental health; this contributes positively to their personal and academic development To improve confidence and self-esteem, and relationships.	Member of staff trained to deliver this program and be the mentor- in a 6 day training program. ELSA support (Emotional Literacy Support Assistant) https://www.elsa-support.co.uk Improved mental health. Emotional needs of identified pupils are met.	Some children have found lockdown difficult and have developed anxieties. Lockdown may have affected their mental health, self-confidence or self-esteem. Other pupils find relationships difficult after long periods of isolation.	Monitor training and delivery Monitor pupils selected to measure impact	C.Plaskitt Pastoral team	Half termly
To provide specific and targeted support/ intervention to individual pupils/small groups across the school to raise achievement / boost confidence.	An experienced teacher selected to teach small groups for targeted intervention - Miss Hamilton. A bespoke program of teaching created for them. Pupil confidence improved. Pupil academic success improved.	Some pupils lack confidence due to gaps in learning or missed education through not accessing quality learning opportunity at home.	Monitor selection process Monitor planning Monitor teaching of small group Monitor impact of small group on pupils learning	SLT	Half-termly
To rapidly improve pupils reading skills and fluency through phonics.	Teachers identify time in the timetable to provide whole-class or group phonics as appropriate, delivered by the teacher or an experienced TA. Pupils have improved knowledge of phonics and are able to apply them to	Gaps identified in phonic knowledge and confidence in reading, writing and spelling.	Monitor gap identification and teaching. Monitor results in phonic screening.	Phase leaders	Half-termly

	their writing and reading. High % of Y2 pupils pass Phonic Screening in December and Y1 in June. Reception are 'year 1 ready' by the end of EYFS.				
To support Quality First Teaching in the classroom to allow the opportunity for further support in small groups or 1:1 sessions	Release Phase leaders to provide support. Teachers able to provide quality interventions within the classroom. Staff to provide interventions. Interventions show personal improvement. These interventions will be based on careful teacher assessment throughout the year and be specific to target need. This may be after identification of gaps, periods of remote learning and self-isolation or other reasons as identified by teachers.	Some pupils /teachers need further support within the classroom.	Identification by SLT Monitor support given Monitor outcomes of support	C.Plaskitt	Half-termly

OTHER APPROACHES					
Action	Intended outcome and success criteria	Evidence and Rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review it?
To engage in high levels of activity and fresh-air	Ensure that PE is given priority in the timetable. Ensure pupils practise daily physical activities-through daily mile. Additional PE equipment supports active playtimes. Lunch-time staff given activity suggestions in order to play games to encourage more pupils to be actively engaged. All children are more active. Additional lunch-time supervisor appointed for early years.	Due to children being indoors and less active during Covid isolation children's health and well-being have decreased making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.	Monitor timetables Monitor equipment Monitor staff engagement in encouraging activity Monitor levels of engagement	SLT	Termly
To encourage pupils to find a balance in personal activities out of school and to encourage healthy lifestyles.	Awareness of healthy lifestyles delivered through PSHCE and SMSC Curriculum. Online safety taught each year. Teachers use a forest schools approach to the curriculum where possible using the facilities available within the school grounds. Improvement of the library and outdoor area (quad) to inspire and engage pupils in outdoor lifestyle.	Children have spent a lot of time during Covid indoors and using technology for both school work and entertainment. Many have become dependent on this resource and are lacking the confidence to take risks and be independent.	Monitor curriculum Monitor impact of training Monitor levels of pupil engagement	PSHCE Lead Science Lead Computing Lead	Termly

	Children are encouraged in a love of nature. Training has been delivered on outdoor learning to staff.				
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ADDITIONAL INFORMATION
DATA Sources SEND, Pupil Premium, EAL registers. SEND reports. Funding report. Individual year group assessment trackers. Timetables and curriculum plans. Teachers/ group notes/ reviews. Intervention notes. Monitoring sheets. Pupil feedback. Case studies.