



# Glenmere Primary School Catch Up Premium Funding Strategy Statement 2020/2021

## EEF Statement

Considering a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

1. Summary information					
<b>School</b>	Glenmere Primary school				
<b>Total number of pupils</b>	216	<b>Number of PP Pupils</b>	16	<b>Total Funding budget</b>	£17,120

2. Barriers to future attainment based on rigorous assessment	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	phonics development EYFS/Year 1
<b>B.</b>	Reading development for WTS readers and comprehension development across the school.
<b>C.</b>	Wellbeing concerns due to extended time out of school
<b>D.</b>	Teacher IT subject knowledge (closing the gap/home learning)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Access to devices for online learning – partial closures
<b>F.</b>	Parental support with online learning – partial closures
<b>G.</b>	Lack of support with work at home

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1.</b>	Use assessment to identify gaps or missed learning due to extended closures during lockdown, to enable teachers to plan subsequent lessons and targeted interventions to close the gaps	Pupils complete assessments in R, W, M, Phonics, spelling and baselines – according to key stage
<b>2.</b>	Phonics scores will be in line or above National Levels for pupils in years 1 and 2, EYFS will have closed the gaps in phonics and be in line with expected levels. Children in year 3 that did not pass the phonics test in year 1 will be assessed and will pass the level expected by the end of year 3.	All pupils in years 1 and 2 will achieve the expected phonics score, EYFS will be in line with expectations. All pupils in year 3 that did not pass the phonics test will have received phonic interventions and now be expected level. All staff and support staff will be given more training on phonics.

3.	Bespoke blended learning package of teaching and interventions to ensure that Gaps in R, W, M will be identified and closed. Staff will all complete termly action plans and interventions will be monitored. Gaps for more able identified and more able maths given interventions. Reading coaching 3 times a week for each class for targeted pupils.	All pupils to work towards closing gaps from missed and forgotten learning due to COVID-19. Training given to support staff on reading coaching.
4.	CPD will be used to ensure that teachers are confident when using IT packages, to support blended learning and interventions.	Staff will complete INSET on blended learning.
5.	To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology and are confident in using it.	Pupils will be able to access remote learning at point of need during self-isolation or further local/national lockdowns. Children will have regular training on Goggle classroom so that they know how to access all the work at home. Homework etc set weekly through Google classroom and tapestry.
6.	To use a bespoke curriculum to ensure that transition between remote and school-based learning supports pupil wellbeing. All children will be physically active to improve their physical well-being. Feeling charts every day to check in on their emotions. Parent workshop offered to support wellbeing and weekly emotional group support work. Personal growth curriculum to continue to support developing the whole child.	Pupils will have weekly personal growth lessons and work on wellbeing. Weekly assembly on well-being. Children will have 30 minutes exercise a day
7.	Pupils given high quality interventions and tutoring to ensure they are making the expected progress.	School will employ extra support for tuition and interventions. All classes will have support to run interventions. Specialist maths teacher to work with the more able to ensure they are making expected progress after gaps identified during lockdown.

#### 4. Planned expenditure

The three headings below enable schools to demonstrate how they are using the catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use assessment to identify gaps or missed learning due to extended closures during lockdown	Effective Diagnostic Assessments for all pupils to identify gaps and impact of COVID-19	To identify what learning has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly – EEF Guide to supporting school planning.	Staff to compile assessment data to share with HT. Staff to complete class action plan, identifying which areas each child needs support. Staff to have training on running high quality	SC Teachers	Assessment completed by 18 <sup>th</sup> Sept. Bench Marking reading assessment by Oct 2 <sup>nd</sup> . Then half termly
CPD will be used to ensure that teachers are confident when using IT packages, to support blended learning and interventions	Targeted CPD for staff in Google classroom and how to produce video lessons using Castify. All children logged onto google classroom weekly.	Up front training and follow on support should be used to develop teacher confidence in using google classroom and Castify in blended learning – EEF Guide to supporting school planning.	Teacher days and Staff meeting time dedicated to Google classroom, Tapestry, Castify, Purple Mash. Successes and development points shared with staff.	RS Teachers	Onset of Autumn term, Half termly reviews

To use a bespoke curriculum to ensure that transition between remote and school-based learning supports pupil wellbeing.	Google classroom used as platform for homework and in class to prepare for future lockdowns – pupils prepared for use at home by in school training	Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework and fostering independent learning – EEF tiered approach	Demonstrate Google classroom for pupils and the apps to be used - monitor pupils use in school and through homework engagement	RS Teachers	Regular homework reviews Half termly reviews of Goggle classroom.
<b>Total budgeted cost</b>					£6000 from PP for laptops.

Teaching Checklist	Check
Is there a logical and well-sequenced plan to support and sustain high quality teaching?	Yes, support in all classes. All support had a variety of training to ensure they are highly skilled.
Are our school staff sufficiently skilled in approaches such as assessment or remote teaching? If not, does our planning contain the right blend of professional development activities to develop these skills?	Developing remote teaching, training has been provided.
Will changes to rooming or timetables as a result of social distancing measures have direct or indirect impact on teaching and whole school approaches (e.g. limiting classroom activities and flexible groupings)?	Need to monitor this each half term. Main challenge will be break out spaces for interventions.
Is there links to past learning throughout the curriculum to help develop long term memory.	Staff having training on developing this. Fast four grids used in broader curriculum, knowledge assemblies and knowledge organisers go over past knowledge.

ii. Targeted Academic 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	When will you review implementation?
Bespoke blended learning package of teaching and interventions to ensure that Gaps in RWM will be identified and closed.	Targeted curriculum based on missed and forgotten learning. Extra support in all classrooms to run interventions. After school tuition.	The best evidence indicates that that great teaching is the most important lever schools have to improve outcomes for pupils – EEF tiered approach	Assessment based focus to set interventions and planning moving forward to close the gaps	SC/TH Teachers LSAs Cover supervisors	Half termly reviews following initial assessments and pupil progress

Phonics scores will be in line or above National Levels for pupils in years 1 and 2, EYFS will have closed the gaps in phonics and be in line with expected levels,	Literacy interventions to be delivered by fully trained staff including teachers and cover supervisors and LSAs. to identify targeted sessions. Extra phonics sessions, new phonic resources and extra support for 1 to1 and group phonics support. Training in phonics.	The use of TAs to deliver high quality interventions which complement the work of the teacher is a best bet and a powerful way of mitigating any impacts of the time away from school and see the positive gains for pupils – EEF tiered guide	Continuous monitoring of interventions by regular meetings with teachers Pupil Progress meetings Ongoing assessment through low stakes quizzing and phonic assessments.	SC/RS Teachers LSAs Cover supervisors	Half termly reviews following initial assessments and pupil progress meetings.
Pupils to have high quality support, interventions and after school group and 1 to 1 tutoring. Reading coaching and specialist maths tutoring for identified groups including PP, SEND and other vulnerable pupils.	Specialist maths tutor employed. LSA's employed through PP for class support and reading support. Cover supervisor employed for extra tuition and interventions. Teacher led tuition.	Children have experienced unprecedented disruption to their education as a result of coronavirus. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hits. – Government website	Continuous monitoring of tutoring and in class support.	SLT	From 2 <sup>nd</sup> Autumn term (after release of funds)
<b>Total budgeted cost</b>					£5000 teacher interventions £6000 cover supervisor £2050, maths specialist £1,500 weekly teacher interventions.

Targeted Academic Support Checklist	Check
Are we using relevant and rigorous data to ensure targeted interventions are appropriate?	Going to checked half termly.
Are our school staff sufficiently skilled in delivering targeted academic interventions? If not, what additional support is required?	Staff training in September on this.
Will changes to rooming or facilities, as a result of social distancing measures, have a direct or indirect impact on targeted academic interventions (e.g. are there sufficient spaces in school for small scale interventions)?	Space is very limited.
Are children that are having interventions still receiving a broad curriculum offer.	Staff have been guided on this and it will be monitored.

<b>Questions to consider when planning to support pupils with SEND:</b>	
How do staff know their pupils, including those pupils with SEND? How is this communicated widely?	Teachers have met previous years teacher for updates.
How will your school plan for effective support staff deployment to offer both targeted interventions and supplementary classroom provision?	Member of support staff in each room, plus extra PP support in some.
How are supportive relationships with an adult in school developed for pupils with SEND?	1 to 1 work and small group work in bubbles.

<b>iii. Wider Strategies</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To use a bespoke curriculum to ensure that transition between remote and school-based learning supports pupil wellbeing.	Personal growth curriculum Weekly emotional support worker ELSA Support for all PP, SEND and vulnerable pupils	A common misconception can be that wellbeing and social emotional learning is separate from academic, curriculum-based learning. It is essential that this is focus to ensure that transition to school is smooth through potential continuing school closures - EEF tiered approach	Books monitored by SLT ELSA support notes Emotional support worker plans Personal growth class book Use of CPOMS to record initial concerns and ongoing work	Teachers SLT	Weekly – staff meeting reviews Daily checks on CPOMS Half termly checks
To ensure that remote learning can be accessed at point of need, ensure that all pupils have access to digital technology.	Parental tech support – packages created to ensure that parents are able to access online learning materials – targeted support with devices Questionnaire to check access and new devices ordered.	Close engagement with parents and caregivers is crucial for pupils to be supported in learning. Parents need to be supported without the expectation of being the full-time teacher. EEF tiered approach	Parent survey to identify training needs, device requirements and ensure that they are acquired. Sessions for parents delivered by staff in a range of methods. Monitoring by SLT	Teachers SLT DSAT Team	Parent surveys completed each term
To ensure that remote learning can be accessed at point of need, ensure that	Devices provided to support those pupils who	They need to required devices to be able to access learning. The EEF reports that 79% of students require a	Parent survey to identify training needs, device requirements and ensure that they are acquired	Teachers SLT	Parent surveys completed each term



all pupils have access to digital technology.	do not have access to devices at home	digital device for over half of the work provided by schools.			
<b>Total budgeted cost</b>					£2500 emotional support work £6000 from Pupil premium for new devices.

Wider Strategies Checklist	Check
Are there barriers for parents that need to be recognised and supported, e.g. limited time due to work commitments, or low literacy levels?	Phone calls were made home during lockdown and phone calls offering support will be done again.
Are existing approaches to supporting attendance adequate given a new context where many parents may have a heightened sensitivity to the health and wellbeing of their child?	Attendance awards given and support to parents that are concerned have been given.
Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of professional development activities?	Introduced class Do Jo as way of improving parental contact as face to face contact is less now.
Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents?	Step by step guide given to parents. Updates on TWITTER, google classroom, class Do jo and regular emails.

Review of expenditure				
i. Teaching				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



## ii. Targeted Academic Support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

## iii. Wider Approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost