



PADSTOW SCHOOL

Plan for making the best use of the Catch-up Premium

Following the enforced interruption to schools earlier this year, due to the Covid 19 pandemic, the Government pledged extra funding to help children catch up where they may have fallen behind. Below is an overview of how we will be using this funding.

Intentions	Implementation evidence base	How we intend to measure impact
<p>Ongoing Assessment for Learning to identify 'gaps' and to plan accordingly.</p> <p>Quality first teaching in classrooms supported by effective CPD and Incremental Coaching.</p> <p>Additional support for Early Career teachers through Incremental Coaching and mentoring by an experienced teacher.</p>	<p>Education Endowment Fund – A tiered approach to 2020-21</p> <p>Teacher Assessment identified gaps in learning and the need for support to address those gaps.</p>	<p>Check the progress over time of children through quantitative and qualitative measures.</p>
<p>RWI training for all KS1 staff to ensure phonics teaching is of a high standard.</p> <p>RWI assessments to ensure that children struggling can be identified more quickly.</p> <p>Personalised interventions, including 1:1 tuition.</p>	<p>The Education Endowment Fund, in a Teaching & Learning Toolkit on Phonics: <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i></p>	<p>Monitoring progress of all KS1 children through the RWI programme.</p> <p>Reducing numbers of children having interventions.</p> <p>Quantitative and qualitative measures used to check progress.</p>

Resources for RWI: Purchase of more books to allow a wider selection for children at appropriate levels.	Accelerated Progress in Early Reading.	
Work towards classrooms being Dyslexia friendly with resources to support all pupils with fully accessing the curriculum.	Bernadette McLean, principal of <i>The Helen Arkell Dyslexia Centre</i> . "The bonus of creating a dyslexia-friendly classroom is that it will facilitate learning for everyone in the school."	Targeted support for identified pupils to increase confidence. Pupil conferencing
Accelerated Reader training for TAs to ensure they are able to support children more effectively by monitoring choice of AR books, comprehension of those books through the quizzing, etc.	AR implemented with the best practice will increase student achievement and performance. Children's love of reading will increase.	Pupil conferencing Improvement of Reading AR levels across KS2.
Early Morning Interventions for Y6 focussed on SPAG and Comprehension	EEF – Small group tuition EEF –delivering structured interventions in small groups	Interventions based on 'baseline' data at the start of term. Ongoing assessments End of intervention assessments.
In class additional support to allow for small group maths interventions / pre-teaching.	EEF – Small group tuition EEF –delivering structured interventions in small groups	Interventions based on 'baseline' data at the start of term. Ongoing assessments End of intervention assessments.
Introduce memory skills interventions. Develop children's working memory to support all areas of learning. Use of Memory Fix scheme – 10 session intervention.	Education Endowment Fund – Working memory interventions. Improved memory skills will impact on learning across the curriculum	Pre and post assessment using standardised test.

<p>Nuffield Early Language Intervention (NELI) DfE funded programme to be run in the Reception Class. Speech intervention programme for expressive and receptive language supporting sentence construction and vocabulary.</p>	<p>Department for Education Reception baseline data has historically shown lower scores in communication and language skills. National programme.</p>	<p>Pre and post assessment using standardised test.</p>
<p>Social & Emotional intervention kit – to secure relationships & resilience – 5 modules of 6 sessions.</p>	<p>Mental health & wellbeing.</p>	<p>Pre and Post intervention assessments.</p>
<p>Outdoor Learning training</p>	<p>To maximise the use of the outdoor space and to build resilience, confidence, social and emotional skills.</p>	<p>Qualitative assessments of learning behaviours in the classroom; ability to 'play' collaboratively – turn taking, etc. qualitative assessments of children's ability to 'play' collaboratively, turn-taking, etc.</p>