

Linton Primary School Catch-Up Action Plan 2020-21

Total number of pupils on roll (including nursery): 296 - September 2020

Total number of pupils eligible for Pupil Premium Grant: 84 - September 2020 (116 by July 21)

Total amount of funding £21,086

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Working below age related expectations in English and Maths.	
B.	Poor oral language skills; vocabulary and correct use of grammar.	
C.	Social and emotional needs	
External barriers		
D.	Poor home learning particularly during lockdown.	
E.	Low attendance including for isolation reasons	
Desired outcomes (and how they will be measured)		Success criteria
A.	Accelerate PP pupil progress, measured in average steps progress for each year group for Reading, Writing, EGPS and Maths and comparing PP to Non PP.	PP pupils make at least expected progress. The gap between PP and Non PP pupils is closing.
B.	All children are engaged in home learning activities which can be evidenced in homework books, submission on MS Teams and through online participation statistics as a comparison between PP and Non PP.	All PP pupils complete home learning including accessing on line programmes ie Mathletics / Readwriter and using MS Teams.
C.	Children are able to discuss their feelings, have an outlet for emotions and are supported with strategies to manage their anxiety.	Regular contact is maintained throughout lockdown, places offered in school for vulnerable children. 1 to 1 and group sessions with learning mentors and Lifeboat

Priority One - Quality first teaching for all					
CPD programme to include Teaching for LTM, Rosenshine, Retrieval Practice, TFW, Sounds Write, Curriculum development					
Remote learning - MS teams training, laptops, Edtech partnership					
Action	Lead	Timescale	Resources and dates	Monitoring process/ Who	Success Criteria
Develop Teaching for Long term memory as a learning strategy to aid children's knowledge retention	CLH/MD	HT1 and then ongoing	Retrieval Practice research and training 'Making it Stick' CPD pack £160 Staff meeting sessions Lesson Study	Information shared at SLT Lesson Study feedback	Colleagues have an understanding of RP and 'making it stick' strategies have begun to use in the classroom
Develop TFW strategies for non-fiction texts (follow up to previous fiction training)	MD	HT2	TFW Non-fiction Training £1400 approx INSET Day 4.11.20	Lesson observation Book scrutiny and discussion with staff	Strategies from training implemented in English teaching. Evidence in children's learning
Organise our Geography curriculum so that key concepts are explicitly taught and progression	MM	HT2 onwards	Geography Companion £175 Staff meeting session	MM to share with SLT Discussion with staff delivering subject	A progression of subject specific concepts is taught Children beginning to be able to recall these concepts for LTM

ensures that subject schema are built up over time					
Complete training for 'Sounds Write' and trial in class.	CR	HT1/2	Online training & resources- 6 weeks £450 Leadership time	CR to report to SLT Update for Govs	Phonics Leader is clear on new scheme, has all necessary resources and is ready to train colleagues.
Further staff training in Sounds Write	CR	HT 5/6 HT 1/2 21-22	AB, AF, SM 3@£450 £1350 NP, LR, SI, CF, CLH = £1800		All teachers in KS1 LKS2 able to deliver the Sounds Write programme
Laptops for teachers to ensure camera and microphone facility for remote learning	SB	HT4	3x Dell Vostro @ £475 = £1425 EYFS staff	SLT - to look at impact of new laptops on the quality of T&L Discussion with staff in receipt of new devices	Staff able to record lessons on MS Teams and able to take part in live meetings with children.

Access DFE laptops and those for children with a social worker	CLH	HT2	5 Chromebooks (DFE) 3 Chromebooks (Disadv offer) Acceptable use policy Loan agreement Total £6760	Loan and return of Chromebooks is tracked	5 Chromebooks available if children are isolating Children with a social worker have access for learning in and out of isolation
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EVALUATION:

Colleagues have an understanding of RP and 'making it stick' strategies have begun to use in the classroom 'Making it Stick' training has been completed, planned repetition and retrieval have begun, but needs further developing over the next academic year

Strategies from training implemented in English teaching. Evidence in children's learning Strategies from training have been including in children's learning and verified by subject leader - to be maintained.

A progression of subject specific concepts is taught Geography subject leader and DHT have identified and mapped out the concepts, these have been shared with staff. Evidence in plans and books has been seen in whole school moderation

Children beginning to be able to recall these concepts for LTM Planned repetition and use of quizzes is enabling children to recall information, this requires further practice and evidence in the second year of milestones

Phonics Leader is clear on new scheme, has all necessary resources and is ready to train colleagues. Sounds Write has been taught to all YR children over the year. The leader has briefed other staff in her class and modelled practice for others. Three more staff are fully trained and another five are due to start in September

All teachers in KS1 LKS2 able to deliver the Sounds Write programme Sounds write will be delivered in EY, KS1 and Y3 from September

Staff able to record lessons on MS Teams and able to take part in live meetings with children. All able to do this, evidence seen

5 Chromebooks available if children are isolating School accessed its full allocation of lap tops and delivered to PP families. These will be returned once school filters are applied in the autumn term.

Children with a social worker have access for learning in and out of isolation All children with a social worker had computer access via a laptop, they also all attended school

Total cost:

Total £6760

Priority Two - Targeted Support					
To include small group interventions, 1:1 work for learning and social emotional needs					
NTP					
Action	Lead	Timescale	Resources and dates	Monitoring process/ Who	Success Criteria
TA support in Y6	CLH	HT2 then ongoing	KF and JH hours for Y6 MP - 5 hours Y4/5 5x £15.27 =£76.35 x 33 weeks £2519.55 JP - 6 hours Y5/6 6x £15.27= £91.62 x 33 weeks £3023.46	MD to track progress in school and report to Govs	Evidence of support in class, intervention and 1:1 work leads to expected or better progress.
TA support in Y3	CLH	HT2 then ongoing	CB - 7 hrs x 15.27 =£106.89 x 33 weeks £3527.37		
NTP support in Y2 1:3 for 2 hours a week for 7 - 8 weeks	CLH	Round 1 HT3 Round 2 HT 4/5 Round 3 HT 5/6	9 pupils = 45 hours - total 6 hours weekly (for 7-8 weeks) 3 afternoons weekly	LM to track progress in school and report to Govs Data to be shared via the online portal to show impact	Evidence of intensive work with Tutor has plugged gaps, children making expected or better progress

		<p>Round 1 HT4/5</p> <p>Round 2 HT 5/6</p>	<p>45 x £12.25 = £551.25 x 3 rounds 27 children £1653.75</p> <p>NTP accredited Tutor</p> <p>1 day to re-assesses the children following lockdown</p> <p>Review after round 1 & decide whether /not to proceed</p> <p>Plan in for September 21</p>		
Identified children to take part in the NELI programme	CD	<p>HT2 assessments</p> <p>HT3 ongoing to start</p>	<p>Cover for staff training</p> <p>Cover for assessments</p> <p>£500 (acting up and supply)</p> <p>Number of sessions/hours for training</p> <p>Assessments for 21/22 to be done in HT 1</p>	CR to track progress and report to Govs	Children on the programme make expected or better progress

EVALUATION:

Evidence of support in class, intervention and 1:1 work leads to expected or better progress. Evidence seen, See i-track data

Evidence of intensive work with Tutor has plugged gaps, children making expected or better progress Evidence Seen, See Tutor data

Children on the programme make expected or better progress Paused, only 1 child flagged red. To begin in Autumn 21, Talkboost was used as an alternative

Total cost:

Total £11,624.13

Priority Three - Wider Strategies					
To include maintaining contact with parents and children whilst in isolation, phonics based reading books, 1to 1 mentor, Lifeboat Positive Play Group					
Learning software- Mathletics, TT Rockstars, Readwriter					
Action	Lead	Timescale	Resources and dates	Monitoring process/ Who	Success Criteria
Purchase an online spelling programme to support learning in school and at home	MD	HT1	Readwriter £1105.80 - 30.9.21 Renew @ £1105.80 Sept 21	Children's usage and how accessible it is	Children are accessing and improving their scores.
Purchase phonics based reading books linked to <i>Sounds Write</i>	CR	HT2	Phonics based reading books - £307 x3=£921	CR to report to SLT	Children accessing texts and using strategies from the <i>Sounds Write</i> sessions for reading
Welfare calls to children and parents during longer periods of isolation (individuals/ Bubbles)	CLH	As necessary	Contact details (as per GDPR) Sim card + £5 top up as necessary	Feedback from parents. Updates from staff making calls	Up to date info on learning, social and emotional needs is shared

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EVALUATION:

Children are accessing and improving their scores. High percentage of children accessing at the start of lockdown, numbers decreased later on. Children encouraged to use as homework once all back in school. Mixed results - needs to continue

Children accessing texts and using strategies from the Sounds Write sessions for reading Books linked phonics made a difference for YR, children in older year groups struggled without the phonics based books and 'stuck' at certain points on reading scheme, therefore more books have been bought/ ordered and more staff are trained or booked to train on Sounds Write

Up to date info on learning, social and emotional needs is shared Phone calls home, door step visits and support via MS Teams enabled challenges with learning to be overcome. Individual support identified for mental well-being which included part time places being offered for some children. Meeting were also held with parents.

Total Cost:

Total 3137.60

Amount received £21,086

Amount spent £ 21,521.73

Overspend £435.73 to be met from main budget supply allocation.