**Catch-Up Premium Plan**

**Two Moors Primary School**

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| **Summary information** | | | | | |
| **School** | Two Moors Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £ 29200 | **Number of pupils** | 365 |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Quality first teaching will be to the forefront of all that is provided.  Resources will be available to allow all children to have their own supply of stationery and manipulatives | Support the mental wellbeing of all staff.  A programme of CPD covering all needs.  Stationery for whole school so children are individually equipped for learning (see Risk Assessment).  *Impact assessed through*   * Unit leader remote monitoring * Level of engagement and behaviour (CPOMS) * Use of formative and summative assessment. (Statutory tests, Star Maths, Star Reading) |  |  | Jan 21 |
| Teaching assessment and feedback  Teachers have a clear understanding of the gaps in subject knowledge for their class. | Star Reading, Star Maths and Accelerated Reading assessments.  Parents have seen and agreed children’s targets for the first half of the year.  *Impact assessed through*   * *Elicitation and Chance to Shine Assessments* * Use of formative and summative assessment. (Statutory tests, Star Maths, Star Reading) * *Remote PPMs with Unit Leaders and SENCO* |  |  | Jan 21 |
| Transition support  Parents and children who are new to Two Moors are supported  Tapestry continues to be used for year 1 for at least Autumn term. | A virtual tour of the school is used to show new and existing parents a clear impression of facilities and allow them to become familiar with staff.  £600  *Impact assessed through*   * Number of children who need additional support to access learning will decrease |  |  |  |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Children who are identified as having fallen back in learning during lockdown have had the deficit addressed through carefully targeted support. | Tutoring through the NTP arranged for Spring term.  Maths and literacy catch up programme for Spring term.  An adaptive maths program will be used in class and during any lockdowns to ensure children are learning at their individual level.  £11700    *Impact assessed through*   * Unit leader remote monitoring * Tutor programme’s own initial and final assessment (FFT) * Doodle progress monitor for individual children * Use of formative and summative assessment. (Statutory tests, Star Maths, Star Reading) |  |  | Mar 21 |

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| 1. **Wider Strategies** | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers (See below)  Year 1 parents will have continued Tapestry connection during Autumn term. | Year 1 parents can access work via Tapestry.  £800 | |  |  | Dec 21 |
| Access to technology  No children will be disadvantages because they are unable to access online learning.  Children are able to access a library of books whether at school or through remote learning | All children have immediate access to remote learning  Purchase of technology for school and home use as required.  Purchase Myon.  £16100  *Impact assessed through*   * Unit leader remote monitoring * Level of engagement in online learning via Purple Mash and Myon data * Take up of TEAMs learning * Use of formative and summative assessment. (Statutory tests, Star Maths, Star Reading) | |  |  | Jan 21 |
| Children have access to counselling support.  Family Support Worker support for families | | Counselling support for an increased number of children to ensure children are ready to learn.  Children are able to socially interact and learn.  *Impact assessed through*   * *Number of children accessing counselling support diminishes over time* * Unit leader remote monitoring * Level of engagement and behaviour (CPOMS) * Use of formative and summative assessment. (Statutory tests, Star Maths, Star Reading) |  |  | Ongoing |
| **Total budgeted cost** | | | | | **29200** |
|  | | | **Cost paid through Covid Catch-Up** | | **29200** |