



## **Uplands Primary School**

### **Use of Catch up Premium and Recovery Curriculum 2020-21**

In September 2020, all schools received some money to spend on pupils to support with catch up as a result of the school closures during the Summer term 2020.

The amount of money allocated to each school was based on the calculation of £80 per pupil. The money will be allocated to schools in three amounts spread across the financial years 2020 and 2021. Schools have the discretion to decide the most effective way for the money to be spent to ensure that it is used effectively for the children in their community.

We have received £80 x 314 which is a total of £25, 120. Details of how this is broken down can be found in this report.

We have decided that we want as many pupils as possible to benefit from this funding. In deciding how to use the funding, we have used advice and documents from Hampshire County Council, drawn on our experiences of our success with the pupil premium funding and also referred research published by the Education Endowment Foundation.

We have structured our spending into three tiers as recommended by the Education Endowment Foundation. Our proposal for spending the money is outlined in the table below.

The Headteacher will report to the Governing body about how the money is spent and the impact it is having throughout the year. Spending may be adjusted during the year as we evaluate the impact we are having on our pupils.

<b>Teaching – Ensuring quality first teaching for all</b>			
Intention	Rationale behind the decision	Intended outcomes	How will we assess this?
Ensure that staff are planning from the HCC Maths and English recovery documents.	HCC advisors have unpicked the impact of school closures on pupils and identified key learning points to focus on. This planning will support staff to teach clear, progressive learning journeys and support with focussing on the key teaching points pupils need to progress.	Staff are clear on what to teach as pupils return from a long closure.  Pupils are able to make progress and have gaps filled in key areas.	SLT and Subject Leaders will work sample during the year.  Where possible, PPMs will be held to discuss pupil's progress.
Ensure that staff know which gaps pupils have in their learning across the curriculum.	Staff need to be aware that in missing topic work due to closures, pupils will have some gaps in skills and knowledge across the curriculum. Knowledge of this will support the pitch of lessons and ensure pupils make progress across the curriculum.	Subject Leaders will identify the key gaps in skills and knowledge due to closures in their subjects.  They will inform each Team Leader so they know how to pitch/plan units of work.	Subject Leaders will monitor outcomes and ensure that the key skills and knowledge taught is from pupil's starting points.
To ensure that medium term plans take into account pupil starting points. To ensure that medium term plans clearly outline the intended outcomes and key learning points.	Pupils will have gaps in all areas of the curriculum so staff need to be aware of missed units.  Pupils will benefit from having clear units building up from their starting points with clear outcomes.	Medium term plans across the curriculum will be focussed and identify what has happened before.	SLT and Subject Leaders will monitor samples and pupil conference.
To ensure that support staff are trained to be able to deliver effective teaching and spelling sessions.	Unless well trained and deployed effectively, research shows that Teaching Assistants could have a negative impact on progress.	Teaching Assistants deliver clear, well taught sessions.  These sessions have an impact on pupil reading and spelling.	SLT will observe the Teaching Assistants and monitor the support they are having from Team Leaders.

To ensure that staff are planning from pupil's starting points.	Formative assessment is important to ensure that pupils learning is built upon and sequential.	At key points in the year, staff are moderating and assessing pupils' progress and attainment so that learning journeys are pitched correctly.  Staff will be given time to plan for booster sessions to ensure that they are focussed and well taught.	Moderation points each term. In July, staff will moderate the books belonging to pupils in their new classes to ensure they have good starting points and plans for September.
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### Targeted Academic Support

Intention	Rationale behind the decision	Intended Outcomes	How will we assess this?
Ensure that PP pupils and SEN pupils are able to receive one to one tutoring.	Our moderation shows that SEN pupils found it hard to access remote learning and need support to catch –up.  Some PP pupils found it hard to access remote learning due to their circumstances.  Research shows that pupils can make up to 5 months progress through one to one tuition.	These pupils will have tuition funded through the NTP which will focus on the key skills they need to help them access the learning and close some gaps.	The school will have on-going dialogue with the tutors to ensure that the work is pitched correctly.  SLT and Subject Leaders will sample books.  Class Teachers will enable pupils to have some opportunities to apply the taught skills.  SLT will monitor the quality of these sessions.
Ensure that the majority of pupils across the school receive small group tuition addressing some gaps in their key skills.	Our success with pupil premium pupils has shown us that by being 'boosted' in small groups, pupils make good progress.	Pupils will be grouped by need and taught in small groups either before or after school.	Staff will keep a record of what has been taught.  Regular moderation and book samples will show progress over time.

	Research shows that pupils can make up to four months progress being taught in small groups.	Some pupils will have additional support/overlearning during the school day to support with securing key skills.	SLT will monitor the quality of the sessions.
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<b>Wider strategies</b>			
Intention	Rationale behind the decision	Intended outcomes	How will we assess this?
To ensure that all pupils are able to access good quality remote education and home learning.	<p>Not all pupils were able to access our provision during the first lockdown. We want to address this to ensure that moving forward, no child is unable to learn from home. This includes changes to our home learning policy.</p> <p>Research shows that provision of quality home learning tasks can add up to two months progress.</p>	<p>The school has enough devices to ensure that all pupils can access remote learning.</p> <p>The school has a clear policy for remote learning and a good online platform that is accessible to all.</p> <p>The home learning policy is based around an online platform that is accessible to all.</p> <p>Tasks used for the new home learning policy help pupils to practise and develop key skills such as phonics, spelling and number facts.</p>	<p>During any future closures, staff will monitor daily the engagement from pupils. We will ensure that all pupils will be able to engage with remote education.</p> <p>We will identify and support families as needed during any closures or isolations.</p> <p>We will implement a new home learning policy and review through checking engagement and responses from pupils and parents.</p> <p>We will monitor how tasks are set and ensure the link to supporting pupils to over learn or revisit key skills they need.</p>

**The breakdown of our spending is as follows:**

Income: £80 x 314= £25,120

Break down of expenditure	Cost
Additional, targeted teaching led by Class Teachers and Teaching Assistants. For example: <ul style="list-style-type: none"> <li>• A before or after school catch up club (2020-2021)</li> <li>• A before or after school catch up club (2021-22)</li> <li>• Teaching assistant working extra hours to support pupils</li> <li>• YR teacher to support pupils in school.</li> </ul>	£18,321.22
Developing first quality teaching and wider provision For example: <ul style="list-style-type: none"> <li>• On line platform for all pupils</li> <li>• Subscriptions for online learning tools to support with the home learning.</li> <li>• Training for Teaching Assistants to deliver additional support</li> </ul>	£2,627.72
One to one tuition through the National Tutoring Programme (25 pupils)	£4,171.06
<b>Total</b>	<b>£25,120</b>