



Laycock Primary School – Subject Action Plan and Review v3

Subject: Covid-19 Catch-Up Premium V3	Manager: J Nove	Academic Year: 2020/21	Total allocated budget (£): £80/pupil 96 pupils = £7,680 DfE additional funding of £1720 for Power Maths (TBC) Total: £9,400 Spent: £9018.16 (95.9%) Remaining: £381.84
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Key action 1: Narrow gaps to ARE in maths, across all year groups 1-6 incl	% of allocated budget to this action: £99 + £4049.43 = £4148.43 = 44.1%
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Objective With clarity on intended impact on identified pupils	Action required to achieve objective & by whom	Resource implications & specific funding allocated	Success criteria – evidence & impact on T & L	Time scale	Monitoring & Evaluation strategies, linked to Ofsted framework
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Purchase of West Yorkshire Maths Hub Premium Subscription to supplement Mastery resources and Y2 of programme, planning materials and resources.	All teachers to use resources to support focussed teaching, small groups and intervention where necessary, to address specific gaps following NFER testing and gaps analysis.	£99 to purchase subscription. 2x adults in maths lessons across Ys 1-6. Specific identification on ST plans of roles of adults to support focussed teaching to identified gaps. Termly gaps analyses to be shared with NumCo and SLT.	Focussed teaching of specific skills to identified gaps. Application of skills to new learning. Accelerated progress and improved skills retention.	Purchase 9-2020.	Numco to monitor use & impact at class level. Book scrutiny. Monitor gaps analysis to teaching. SLT book scrutiny half termly.
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<p>Focus pupils in each lesson, identified as falling behind ARE in lesson objective, identified on ST plan. These pupils are focus for detailed teacher feedback during the lesson – SDI indicates ‘Same Day Intervention’ provided. <i>(EEF evidence - +8 month impact for low cost implication)</i></p>	<p>Teachers know which children are below ARE in specific objectives. Children specifically identified on ST plan for focussed feedback in lesson, and which adult will work with them.</p>	<p>No specific funding required</p>		<p>September 2020 & ongoing</p>	<p>Numco to monitor use & impact at class level. Book scrutiny. Monitor gaps analysis to teaching. SLT book scrutiny half termly. Planning to be monitored.</p>
<p>Focus on Ys 1-4 incl re Multiplication Tables Test preparation: Times tables games; Base 10 resources, bundling straws, dienes.</p>	<p>Ys 1-4 incl to focus teaching times tables to ARE.</p>	<p>£219.84</p>	<p>All children know to 12x12 by end of Y4 and can recall with confidence & accuracy.</p>	<p>March 2021</p>	<p>Times Tables testing weekly. Quizzes Random questioning from times tables.</p>



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<p>Raise standards in maths across school, with a standardised approach to teaching & assessment of maths, using a whole school (R-Y6 incl) scheme aligned to White Rose Maths, with impact of this resourcing lasting well beyond July 2021.</p>	<p>Purchase of PowerMaths text Books for Ys 1-6 incl</p>	<p>£2737.18 + £1312.25 = £4049.43 Staff meetings allocated to support staff CPD & confidence with materials. 3hrs CPD included in package. £1720 DfE grant towards this expenditure.</p>	<p>Clarity of progression through standardised resources (textbooks, workbooks, teaching resources); continuity of teaching materials & style through school, (supplemented as appropriate); prepared resources for HLTAs & LSAs to support challenge & catch-up. Assessment aligned to curriculum content, improving gaps analysis, quality of ST planning & progress rates. Improved teacher work / life balance. Support of text books purchased lasting well beyond July 2021 & continuing to impact positively on T&L.</p>	<p>Jan 2021 to implement</p>	<p>Book scrutiny Lesson observations Pupil feedback Assessment outcomes</p>
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Key achievements to date:

Objective achievement relates to:	Key achievements and performance indicators:	Areas for further improvement & desired impact:



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<p>Key action 2: Additional staffing -</p> <ul style="list-style-type: none"> ○ 1:1 / small group tutor for Y3/4/5 pupils: 3x 1hr pw sessions + 3 x 0.5 hrs PPA pw = 4.5hrs pw @ HLTA rate (SCP22 Band 8) + oncosts for 25 wks = £1739.73 (Current member of staff identified to deliver tutoring sessions) ○ Kickstart LSA x2 - £600 				<p>% of allocated budget to this action: £1739.73 + £600 = £2339.73 = 24.9%</p>	
Objective With clarity on intended impact on identified pupils	Action required to achieve objective & by whom	Resource implications & specific funding allocated	Success criteria – evidence & impact on T & L	Time scale	Monitoring & Evaluation strategies, linked to Ofsted framework
<p>School-based teacher to deliver additional hours to focus on Y3, Y4 & Y5 pupils, identified as falling behind ARE in reading and maths and specifically with little or no home support.</p> <p>Focus on:</p> <ul style="list-style-type: none"> ○ number and place value; multiplication tables; calculation methods. ○ Reading with fluency and understanding; developing retrieval and inference skills. ○ SDI indicates ‘Same Day Intervention’ provided. ○ <i>EEF evidence - Collaborative learning, peer tutoring with digital technology: +4-5 months impact for low to mid cost implication</i> ○ 	<p>Class teacher to accurately identify those pupils with significant gaps to ARE in identified areas, and those most vulnerable with least home support.</p> <p>Specific objectives to address to be provided to mentor for each pupil.</p> <p>Small groups to be facilitated where possible for maximum impact.</p> <p>SDI provided.</p>	<p>£2783.80 from allocated funding.</p>	<p>Progress accelerated for specific learners.</p> <p>Gaps to ARE in identified objectives closed.</p> <p>Learning is applied to new learning and retained.</p>	<p>To start as soon as staff vaccinated & lockdown restrictions lifted / schools fully reopened – potentially March 2021.</p>	<p>Entry & exit assessments, using age-appropriate NFER papers.</p> <p>Session feedback forms to class teacher detailing each pupil’s progress & next steps.</p> <p>Book scrutiny.</p> <p>Pupil feedback.</p>



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<p>Kickstart trainee LSA to be based in:</p> <ol style="list-style-type: none"> 1. Reception class, with a focus on developing early Language & Communication skills & supporting acquisition of phonics and reading skills. <ul style="list-style-type: none"> o Supporting 1:1 and small group provision for identified children falling behind in phonics and reading. o Facilitating child-led activity to engage children in talk and encourage development of vocabulary through modelling. 2. Alongside Child & Parent Support Worker, to support children’s mental health and wellbeing on return to school following lockdown 	<p>Class teacher to accurately identify those pupils with significant gaps to ARE in identified areas, and those most vulnerable with least home support.</p> <p>Specific activities to be planned & facilitated to engage children in talk.</p> <p>Small groups to be facilitated where possible for maximum impact on phonics acquisition.</p> <p>1:1 reading for those identified as ‘at risk’ of falling behind, eg none-readers at home.</p>	<p>£600</p>	<p>Progress accelerated for specific learners.</p> <p>Gaps to ARE in identified objectives closed.</p> <p>Learning is applied to new learning and retained.</p>	<p>Awaiting appointment from MAT.</p> <p>Delayed due to lockdown#3.</p>	<p>WELLCOMM entry & exit profiles;</p> <p>Boxall entry & exit profiles to support focussed interventions.</p> <p>EYs Baseline & ongoing assessment to new EYs framework (Pilot school).</p>
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Key achievements to date:

Objective achievement relates to:	Key achievements and performance indicators:	Areas for further improvement & desired impact:



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<p>Key action 3: ICT hardware & apps / resources to address gaps in knowledge across maths, English (including phonics, reading and spelling skills) and science; supporting in-class differentiated delivery, interventions and catch-up additional sessions. Phonics resources to support teaching of phonics in EYs & KS1 – whole class & catch-up groups.</p>				<p>% of allocated budget to this action: £60 + £2470 = £2530 = 26.9%</p>	
Objective With clarity on intended impact on identified pupils	Action required to achieve objective & by whom	Resource implications & specific funding allocated	Success criteria – evidence & impact on T & L	Time scale	Monitoring & Evaluation strategies, linked to Ofsted framework
To accelerate progress in English and Maths for focussed groups across all age groups (R-6 incl), incl SEND, using specialist apps for number, phonics, letter formation, number bonds, times tables, spelling patterns, reading and comprehension, supporting small group and individual skills practice to identified gaps (links to additional teacher input sessions in key action 2)	Purchase of ipads x10.	£247 each £2470	Identified groups across yr gps R-6 make accelerated progress to identified gaps (entry & exit data): Phonics Letter formation Spelling GaPS Number recognition Number formation Number bonds Multiplication tables Reading fluency Reading comprehension	Purchase order to be signed off via Kerry Mulroy (MAT, economies of scale) February 2021. To be in use March 2021.	Baseline assessments Entry & Exit data
Accelerate progress in phonics in EYs & KS1 (those children who missed 6 months of Reception or Y1 phonics teaching) so as to increase % achieving EOY1 expected standard in phonics by the end of KS1. To support phonics intervention groups in additional delivery of phonics sessions	Purchase of Annual Phonics Play subscription for 30 users	£60 KS meeting time required to support CPD, at no additional cost. Release of support staff to support CPD – to facilitate in January during phased return of a	All children in current Y2 achieve Y1 phonics standard by July 2021, closing the attainment gap created by Covid-19 school closure. Vast majority of Y1 children achieve Y1 phonics	Purchase order signed off by JN 5-11-2020	Phonics screening for Y1/2. Phonics records across Rec & Y1/2. Learning Journeys. PM Benchmarking as appropriate.



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outside the normal classroom curriculum delivery.		staff member, therefore at no additional cost.	standard by July 2021.		

Key achievements to date:

Objective achievement relates to:	Key achievements and performance indicators:	Areas for further improvement & desired impact:

EEF evidence –

- feedback : +8 month impact for low cost implication
- Meta-cognition and self-regulation : +7 month impact for low cost implication
- Reading comprehension strategies: +6 months impact for low cost implication
- Collaborative learning, peer tutoring with digital technology: +4-5 months impact for low to mid cost implication

JN/T drive /Action Plans 4-20