

# TUDOR GRANGE PRIMARY ACADEMY YEW TREE

Catch up Premium

1. Summary Information				
School	Tudor Grange Primary Academy Yew Tree			
Timeframe	2020-2021	Total CU Budget	£16,400	Total no. of pupils: 239

Strategies / Planned Expenditure					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<b>Teaching and Whole School Strategies</b>					
Supporting Quality First Teaching of Phonics and Early reading.	CPD to ensure all primary practitioners are confident teaching phonics. This will support teacher confidence in ensuring reading books are matched to pupils' phonic ability accurately and enhance the quality of phonic intervention lead by our teaching assistants.	Inset day - 25 <sup>th</sup> September 2020  CPD to be delivered by 'Sound Start Phonics - Planning and delivering an effective phonics lesson daily.' Training focus consists of; exploring technical vocabulary, understanding the Letters and Sounds programme, Phase 1 – foundation of phonics, progression through phases of letters and sounds, the structure and organisation of lessons, establishing systems for assessment and intervention and application of phonics knowledge and skills to reading.	£930.00	£1,000	Teaching team, Teaching Assistant team and Learning Support team.
	Purchase additional phonics resources.	Autumn term 2020	£70.00		
Effective pupil assessment and feedback	Time for teachers to work with English, Mathematics subject leads and SENDco to complete thorough gaps analysis of completed baseline assessment and then plan focused	Additional Mathematics Leadership time for subject leader.		£180	Teaching team, Teaching Assistant team and Learning

	intervention.  Establish 'Things I Do Not Know' notebook (Feynman).	Pupil books are to be reviewed regularly to drive 'opportunity interventions' led by all staff where there is a small window of opportunity, such as five minutes, to support lack of understanding and address any misconceptions.	£ 13.75	£ 13.75	Support team.
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Strategies / Planned Expenditure					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<b>Targeted Strategies</b>					
One to one and small group tuition	Additional teacher and teaching assistant time to support smaller groups in core subjects in the morning and facilitate small group core intervention in the afternoons.	<ul style="list-style-type: none"> <li>- Redeploy support staff for 15hrs to support Year 6 pupils from 2<sup>nd</sup> September – 8<sup>th</sup> October (Wednesday 12:00 – 3:30pm and Thursday/Friday 9:00am – 3:15pm)</li> <li>- Additional class teacher support in Year 6 from Monday 16<sup>th</sup> November and delivery of an additional SPAG lesson on Tuesday afternoons on a rota for Years 1 – 6.</li> <li>- Additional class teacher support to teach Year 6 on Tuesday afternoons from 3<sup>rd</sup> November until May to release class teacher to lead small group core intervention.</li> <li>- Additional class teacher to teach groups from Years 3 and 4 for the duration of</li> </ul>	<p>£1, 119</p> <p>£3, 162</p> <p>£3,336</p>	£11, 787.66	AA, SH, HT, BT, KW, CR, NG and RW

		<p>Autumn 2 on Tuesday and Wednesday mornings and Wednesday afternoons until February half term</p> <ul style="list-style-type: none"> <li>- Additional teaching assistant deployed on Mondays and Tuesday afternoons to support in Years 5.</li> <li>- Additional teaching assistant deployed from 25<sup>th</sup> November until February half term on Wednesday afternoons in Years 3 and 4.</li> </ul>	<p>£1, 693</p> <p>£838.66</p> <p>£1, 639</p>		
Deliver Nuffield Early Language Intervention (20 week programme) in small groups or 1:1	Baseline and formative assessments show that pupils have gaps in their understanding in vocabulary, listening skills and phonological awareness.	<ul style="list-style-type: none"> <li>- Train staff in delivery and assessment protocols.</li> <li>- NELI to be delivered to identified pupils in Reception, and tracked using associated assessment materials.</li> </ul>	Additional hours worked on a weekly basis.	£628	BK and BW
Create access for all pupils to a wider range of texts, closely matched to their phonic and reading capability.	The range and number of physical texts within school is limited due to the quarantine measures in place. This restricts pupils' access to sufficient resources that are matched to their phonics level to strengthen their fluency. Over the extended period of library closures, pupils are also not exposed to as great a wealth of reading experiences at home. Parents also need resources to support the rehearsal of phonic skills in the home environment.	<ul style="list-style-type: none"> <li>- English lead to identify best source of online reading resources, which offer a wide range of texts for all pupils, matched to phonics ability and develops comprehension skills.</li> <li>- Support all staff and families with using the resource to extend reading opportunities both within and outside of school.</li> </ul>	-Pearson Ultimate Bug Club, plus phonics package	£1500	KW and JP  Teaching team, Teaching Assistant team and Learning Support team.

Home Learning Support Work Packs	Pupils will receive activities to support home learning. The learning tasks set will reinforce skills taught via our remote learning offer.	- Home learning activities are planned weekly.	- Copying costs included in existing school budget	£350	Teaching Team and Learning Support Team
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### Strategies / Planned Expenditure

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<b>Wider Strategies</b>					
Supporting parent and carers	<p>Deliver workshops for parents and carers virtually. How to access TEAMS support. Fundamentals of SPAG and calculation workshop support.</p> <p>Provide information on Curriculum coverage for each year group so that parents are aware of learning requirements for their child in English and Mathematics.</p>	<ul style="list-style-type: none"> <li>- EYFS Reading workshop on 12<sup>th</sup> – 14<sup>th</sup> October</li> <li>- Phonics workshops on 9<sup>th</sup> November and 11<sup>th</sup> November</li> <li>- Mathematics workshops on 17<sup>th</sup> November and 24<sup>th</sup> November</li> <li>- Resources to be shared with parents and supporting documents placed on school website / Teams for easy access for parents/carers.</li> <li>- Parents to be provided with specific targets each term for their child so that they are aware of how to support their child via termly reports.</li> </ul>	<ul style="list-style-type: none"> <li>- Costs included in existing school budget</li> <li>- £0</li> <li>- £0</li> </ul>	<p>£ 0</p> <p>£ 0</p> <p>£ 0</p>	<p>BK, LH and CA</p> <p>Teaching Team and SK</p> <p>Teaching Team and SM</p>
Access to technology	In the event of lockdown/school closure, pupils will need access to Microsoft Teams to access live lessons and sharing of information/activities between pupils and teachers.	<ul style="list-style-type: none"> <li>- IT Services to create email addresses and passwords for all pupils.</li> <li>- Parents and pupils to agree to and sign home / school ICT agreements to ensure safe use of ICT provision.</li> <li>- Pupils to be sent new email addresses</li> </ul>	- £0	£ 0	IT/CSE services. Teaching Team, SM and TP to oversee

		<p>and passwords and to practise logging in at school to enable login to work at home. Practise session between pupil and teacher to check technology for Teams works while at home.</p> <ul style="list-style-type: none"> <li>- Survey to parents about availability of IT resources and connectivity.</li> </ul>			agreements and collection.
Virtual learning to mirror and support learning in school in the event of home isolation due to COVID-19.	Learning at home to continue learning for pupils isolating at home that is of the same quality as pupils would access usually at school.	<ul style="list-style-type: none"> <li>- Careful signposting on the TGPAYT website to VLE resources that reinforce learning at school.</li> <li>- Careful cross referencing with curriculum planning in school on MTP to ensure that VLE resources align.</li> <li>- Core Learning Links to be created for each year group by Trust Primary Schools in a rota to be placed on the school website and sent home half termly.</li> </ul>	- £0	£0	Teaching Team  Trust Schools on a rota.

Assessment will be a continuous process throughout the teaching of our curriculum enabling us to build a clear and accurate picture of an individual child's learning needs and knowledge gaps. The information and knowledge gained from assessments will be used to inform and shape future teaching and the child's learning. Assessment knowledge and outcomes will be used to identify children who experience difficulty regaining forgotten knowledge and key skills so that targeted support can be provided through structured interventions.