



Tudor Grange Primary Academy

**Meon Vale**

**TUDOR GRANGE PRIMARY ACADEMY MEON VALE**

Catch up Premium

*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.*

1. Summary Information				
School	Tudor Grange Primary Academy Meon Vale			
Timeframe	2020-2021	Total CU Budget	£ 960	Total no. of pupils: 62

Small group and 1:1 support to close gaps in pupil learning with additional teaching assistant provision					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<b>Teaching and Whole School Strategies</b>					
Play based physical activities to be set up each day to support learning in literacy and numeracy.	Pupils have missed 5 months of EYFS experience and need opportunities to completed practical activities which enable them to share and communicate about their understanding before developing abstract learning.	-Year 1 Class Teacher to work with EYFS teachers to understand and be guided as to appropriate activities and to share resources that are available. Rotation style/free flow environment set up as transition process support from EYFS to Year 1 Activities to be set up each day for literacy and numeracy to support pupils in Year 1 Activities to use Yr1 Learning objectives but enable pupils to have greater practical	Costs included within existing school budget	£0	Claire Cotton/Steph Wright/Jess Middleton

		reinforcement and sharing of communication.			
Supporting Quality First Teaching of phonics and early reading.	Develop phonics resources for pupils to use in a catch up phonics group  Resources available for students to take home to practise phonics	Pupils increase phonics skills and demonstrate increased phonics knowledge  All disadvantaged pupils to have access to 1 hour per week targeted phonics intervention (broken up into 15 minute sessions) Check point data shows increase in progress towards phonics screener in Year 1  Termly monitoring: Dec 2020; April 2021; July 2021	£100 resources for individual pupils, phonic cards, books  TA support £8.72 x 6 = £52 (per half term) £350	£500	Claire Cotton/Steph Wright
Specialist SEN intervention: targeted student interventions to include EP or Specialist SEND support, Speech and Language support	Provide targeted SEN support following SEN audit of need across Year 1 and reception  Provide EP assessments and speech and language support	100% of SEN students to have access to EP support/Specialist SEND when needed Progress of targeted students improved from first set of checkpoints  Audit completed Dec 2020; Spring term interventions; July monitoring and next steps	Staffing costs for EP through the LA  £450	£450	Steph Wright
Narrowing the gap – furthest behind likely to need phonics and literacy interventions	Reading intervention programme to support catch up pupils  Daily interventions from TA  Parents online programme for engaging parents at home	Identification of pupils who need catch up reading support  Disadvantaged pupils to have access to a wider range of books to use at home  Phonics screener results improve  Parents engage with reading programme at home Audit complete by October half term identifying intervention groups	TA support £8.72 x 6 = £52 per half term  Reading books £100	£450	Claire Cotton
Effective pupil assessment and feedback	Time for teachers to work with English and Maths subject lead to complete thorough gaps analysis of completed Baseline assessments W/C 21.9.20	Completion of baseline assessments W/C 21.9.20 Marking and analysis of assessment results, using triangulation of papers, books and results. Gap analysis to identify pupils learning gaps	Time allocated to Staff Development time.	1 hour	All Staff  Steph Wright to oversee

		and pupils grouped according to identified needs.			
Weekly extended writing sessions.	Weekly writing tasks with clear expectations will improve pupils outcomes in writing and develop writing stamina.	All teachers to plan an extended writing session for all pupils every week. Ongoing formative assessments to monitor writing content and areas of strength and need for development.	No Costs	£0	Class teachers Claire Cotton to oversee

Strategies / Planned Expenditure					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<b>Targeted Strategies</b>					
Transition and SEMH support through Jigsaw PSHE programme	Jigsaw PSHE programme enables pupils to develop their understanding of themselves and others and their place in the world	-Jigsaw programme to be purchased -Materials provided and shared with all staff -Jigsaw lessons taught weekly to support personal development and positive thinking. -Daily mindfulness session, reflection time at the end of the day to promote positive SEMH.	Scheme shared from St. James so no costing - programme is from EYFS to Year 6	£0	All Staff and overseen by Steph Wright
SEMH support for pupils with SEND to support transition and emotional resilience.	Pupils with poor emotional and sensory regulation need support to focus and concentrate in lessons	Evaluation of Pupil passport targets and individual pupil behaviour during first 3 weeks of term. Renew passports by December Work with SENDCo to analyse pupil behaviour and decide what pupils needs to support positive behaviour Purchase of sensory support items to enable pupils to regulate physical and emotional behaviour.	Equipment such as wobble cushions, Theraputty, weighted cushions, quiet space dividers, emotion indicators, Therabands, fiddle toys.	£200 from existing school budget	Class teachers Steph Wright to oversee provision.
Home learning activities support lessons in school	Pupils will receive activities for home learning which reinforce skills taught in school to ensure skills learned at embedded and reinforced.	Home learning activities are planned for EYFs (phonics and key words) and Year 1 (reading, phonics and spellings) along side medium term plan activities to ensure learning is matched.	Copying costs	Cost within existing school IT budget	All teaching staff

Strategies / Planned Expenditure					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<b>Wider Strategies</b>					
Supporting parents and carers	<p>Provide support for parents so that they understand the teaching methods used in school for phonics teaching and can therefore replicate at home where necessary.</p> <p>Provide information on Curriculum coverage for each year group so that parents are aware of learning requirements for their child in literacy and numeracy.</p>	<p>EYFS lead and DHT to create a power-point to share with parents which outlines how phonics is taught.</p> <p>Powerpoint to be sent to EYFS parents and placed on school website for easy access for parents/carers.</p> <p>Parents to be provided with literacy and numeracy targets each term for their child so that they can see what is being worked on in school.</p> <p>Topic webs to be sent home termly to inform parents of the activities going on in class.</p>	none	£0	Claire Cotton (EYFS Lead)/Steph Wright (DHT)
Access to technology	<p>Should the need to remote learning be necessary pupils will need access to Microsoft Teams to enable live lessons and sharing of information/activities between pupils and teachers.</p>	<p>IT Services to create email addresses and passwords for all pupils.</p> <p>Parents and pupils to agree to and sign home / school ICT agreements to ensure safe use of ICT provision.</p> <p>Pupils to be sent new email addresses and passwords and to Login at school to enable login to work at home.</p> <p>Practise session between pupil and teacher to check technology for Teams works while at home. (Virtual parents' evening to also be used to test access)</p> <p>Survey to parents about availability of IT resources and connectivity.</p>	none	£0	IT services All teachers Jane Ireland oversee agreements collection. Steph Wright to collate and send information to parents
Virtual learning to mirror and	Learning at home to continue learning	Careful signposting on the TGPAMV website	none	£0	Class

<p>support learning in school in the event of home isolation due to COVID-19</p>	<p>for pupils isolating at home that is of the same quality as pupils would access usually at school.</p>	<p>to VLE resources that reinforce learning at school.</p> <p>Careful cross referencing with curriculum planning in school on MTP to ensure that VLE resources align.</p> <p>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 to support parents at home – sent home half termly.</p>			<p>Teachers</p> <p>Trust Schools in a rota.</p> <p>Steph Wright to collate and add to website</p>
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