

## Primary Catch-up Grant Plan: 2021 – 2022

|   |                         |                                |        |
|---|-------------------------|--------------------------------|--------|
| <b>School</b>   | Langford Primary School | <b>Allocated Grant funding</b> | £28126 |
| <b>Number of pupils</b>   | 260 (incl. Nursery)     |                                |        |
| <b>Identified key barriers to future attainment:</b>  |                         |                                |        |
| <ul style="list-style-type: none"> <li>• Those new to the profession have missed a proportion of their training year and will require additional NQT support in order to deliver great teaching.</li> </ul> |                         |                                |        |
| <ul style="list-style-type: none"> <li>• Missed curriculum material during lockdown may present gaps in knowledge and require tuition.</li> </ul>   |                         |                                |        |
| <ul style="list-style-type: none"> <li>• Gaps in attendance due to Covid isolation will mean some children missed curriculum which created gaps in learning.</li> </ul>                                     |                         |                                |        |
| <ul style="list-style-type: none"> <li>• Language barriers in our youngest children can impact on developing comprehension</li> </ul>   |                         |                                |        |

## Teaching and Whole School Strategies

| Actions  | Intended impact   | Cost           |
|--|---|----------------|
| <p><b>The school will appoint a salaried trainee teacher to enable the actions below to be facilitated:</b></p> <ul style="list-style-type: none"> <li>As a result of some NQTs not having a full training year and current ECTs having a disrupted training year, the school will ensure there is a CPD provision on good quality teaching and learning for all staff with a focus on recommended strategies from Great Teaching Toolkit.</li> <li>By appointing a salaried trainee teacher to work alongside a more experienced and stronger teacher, we will have capacity for this teacher to work alongside NQT1's and support their teaching and learning. This will be aligned to the school's research informed effective teaching principles.</li> <li>The appointment of a salaried teacher will facilitate opportunities for in school tuition with a focus on Reading and maths in KS2.</li> </ul> | <p>All teachers have a research informed knowledge of the best teaching strategies and as a result, children in their class make excellent progress.</p> <p>The four teachers who are being targeted are delivering consistently strong lessons. Data from pupil progress analysis will demonstrate that all pupils are making good progress.</p> <p>Monitoring by Senior Leaders will note that the quality of teaching and learning is consistently good in both classes. This will be informed by book looks, data and observation.</p> <p>Intervention map will identify key groups targeted and impact to date. Termly data analysis will measure impact of small group tuition.</p> | <p>£20,000</p> |
| <p>We know reading and language makes the biggest difference to children's outcomes. Whole school SoundsWrite training will be purchased for staff and comprehension teaching supported effectively.</p>   | <p>All children meet the expected standard in year 1 phonics.</p> <p>Reading comprehension is taught effectively in KS2 and at least 80% working at ARE by end of year.</p>   | <p>£900</p>    |
| <p><b>Total Cost</b><br/><b>Allocated cost from catch up Grant</b></p>   |   | <p>£20,900</p> |
| <p><b>Research :</b><br/> <b>Great Teaching Toolkit</b><br/> <b>Reading Comprehension + 6 months (EEF)</b><br/> <b>Phonics + 5 months (EEF)</b></p>  |   |                |

| <b>Targeted Strategies</b>   |   |             |
|--|---|-------------|
| <b>Actions</b>   | <b>Intended impact</b>  | <b>Cost</b> |
| <p>The school will use part of recovery funding to appoint a tutor who will provide small group intervention/tutoring to children identified as underachieving in the autumn spring data. Groups no larger than 3.</p> <p>Interventions will focus on reading and maths in KS2.</p> <p>See Tutor timetable for targeted interventions.</p> | <p>Targeted tuition ensures children catch up on learning missed.</p> <p>All children targeted to demonstrate at least a 20% increase from PIRA/PUMA Baseline assessment in comparison to the</p> | £9518       |
| <b>Total Cost</b>  |   | £9518       |
| <b>Allocated cost from catch up Grant</b>  |   |             |
| <b>Research:</b>   |   |             |
| <b><i>Tuition EEF - +5 Months</i></b>  |   |             |

| <b>Wider Strategies</b>   |   |                     |
|---|---|---------------------|
| <b>Actions</b>  | <b>Intended impact</b>  | <b>Cost</b>         |
| <p>As the attendance and punctuality of a number of children is below national average, we need to further support families to attend school on time and more often so the gap does not continue to widen further so an attendance officer introduced for 3 days a week</p> | <p>Increase pupil attendance and improve punctuality.</p> <p>Targeted families reviewed within bi-weekly meetings to measure impact on attendance. 90% of families being targeted</p> | covered by PP grant |
| <b>Total Cost</b>   |   | £0                  |
| <b>Allocated cost from catch up Grant</b>   |   |                     |