



<b>School name:</b>	<b>Astley C.E. Primary School</b>						
<b>Academic year:</b>	<b>2020 to 2021</b>						
<b>Total number of pupils on roll:</b>	<b>96</b>						
<b>Total catch-up budget:</b>	<b>First installment:</b>	<b>£1,980</b>	<b>Second installment:</b>	<b>£2,410</b>	<b>Third installment:</b>	<b>TBC</b>	<b>= £</b>
<b>Date of review:</b>	<b>Termly</b>						

### Whole-school strategies

<b>Aim</b>	<b>Action</b>	<b>Impact</b>	<b>Cost</b>	<b>Staff</b>	<b>Review</b>
Ensure all pupils attend regularly and punctually.	Clear communications to parents through newsletters and questionnaires ensures parents confident in sending children back to school and supportive of approaches taken by school. HT monitors individual pupils of concern and identifies bespoke strategies to improve attendance and punctuality. Reported to Governors through HT report.	All pupils back in school with excellent attendance levels and punctuality enables teachers to teach all children clear sequences of learning and pupils to make rapid progress.	£0	Mrs Reakes-Williams – Head Teacher	
Meet the emotional and social needs of children and adults in school.	As many children as possible attend school in June and July 2020, enabling school to meet emotional and social needs ahead of the new academic year. Wednesday Well-Being Collective Worship established to give on-going messages about managing anxiety and emotions throughout year. Mental Health Awareness training delivered to staff April 2020. Teacher undertakes Drawing and Talking training course to cascade to TAs and provide school-wide intervention for pupils where there is a low level concern.	Pupils' anxiety about returning to school is reduced, relationships and routines are re-established, enabling the full curriculum to be the focus from September 2020. Well-being is openly discussed and addressed throughout year as staff and class teams. Pupils of individual concern are referred to YMCA counselling service.	£180 Drawing and Talking course £165 supply costs to train TAs £270 Mental Health awareness training	Mrs Tregear – Well-Being Lead	
Focus on the consolidation of basic skills.	Phonics, reading, number facts, times tables, handwriting, spelling and punctuation prioritized and given more teaching time, where individual teachers deem it necessary. Use of TTRS, I can do maths, RWInc, The Write Stuff, White Rose	The regular learning of key skills leads to improved accuracy and accelerated progress in reading, writing and mathematics. In turn this	£250 'I can do maths' resources £112 'The Write Stuff' spelling resources	Class Teachers monitored by HT	

	Maths, Rapid Reading schemes support teachers in this, providing a consistent and effective approach across the school.	leads to increased levels of confidence and enjoyment.	£114 TTRS subscription £90 RWInc phonic early readers £120 WRMH		
Ensure a broad, balanced and effective curriculum.	Teachers return to the curriculum map and teach a broad and balanced curriculum including the full range of foundation subjects. Where extra time is needed for basic skills, the wider curriculum will be blocked and taught through focus days.	A full timetable is established leading to clear, purposeful teaching of a broad curriculum with no lost learning time.	£0	Class Teachers monitored by HT	
Re-establish the assessment cycle to monitor progress and attainment.	No formal assessments made during September to ensure emotional needs prioritized. NFER and SATs assessments reintroduced in November and May to enable teachers to assess attainment and progress and identify gaps. Pupil progress meetings re-established October and June. Reports clearly state standards in core subjects. Parent consultations also communicate findings during the year.	Teachers, pupils and parents have a clear understanding of attainment and can celebrate successes leading to increased enjoyment and motivation. Areas where gaps evident can be immediately addressed in QFT, focus groups and targeted interventions.	£0	Class Teachers monitored by HT	
Identify children where additional support is needed.	Staff meetings held to identify and discuss pupil progress with all staff involved in identifying bespoke short term solutions to meet needs and return children to Quality First Teaching as soon as possible.	All class staff own the attainment and progress of their pupils and work as a team to meet needs and accelerate progress.	£0	Mrs Reakes-Williams – Head Teacher	
Make plans for continued learning during future school closures.	Teams identified as vehicle, training given to staff and children, with video advice prepared for parents. Plans for future closures discussed with staff team September 2020 and during Autumn Term. Remote learning policy formulated November 2020 and on website.	A clear school closure strategy and plan during the Autumn Term enables the school to seamlessly move to this in January 2020 leading to a much higher level of home learning taking place during second school closure.	£295 O365 support contract £300 new laptop preparation by technicians	Mrs Reakes-Williams – Head Teacher	Parent questionnaire results show a high level of satisfaction with remote learning with daily marking and feedback by teachers being especially identified.
<b>Total spend:</b>			<b>£1,896</b>		

## Targeted support

Aim	Action	Impact	Cost	Staff	Review
To enable rapid progress in writing through 1:1 learning conversations in Oak Class.	Oral feedback is understood to be most effective in moving learning on. Teacher deploys TA to teach foundation subjects to class enabling teacher to meet with pupils 1:1 following an extended write.	Children are both highly motivated and very clear about the next steps they need to take in writing. Accelerated progress in writing leading to over 80% gaining the expected level in Year 5 and Year 6.	£450	Oak staff team	
To ensure pupils in Oak Class identified with gaps in their maths understanding receive extra support via 1:1 Third Space tuition.	Third Space (widely recognized as a successful intervention and part of the National Tutoring Programme) is utilized to provide extra maths lessons to pupils in Year 5&6 who are assessed as needing extra support to attain the expected standard.	Children gain understanding, confidence and enjoyment through being required to talk about their maths understanding leading to pupils making accelerated progress.	Pupil premium spend	Oak staff team	
To improve the consistency, accuracy and efficiency of handwriting in a group of identified pupils in Oak Class.	15 minute intervention after school twice weekly with a small group.	Improved handwriting leads to the pupils being able to focus on the content of their writing rather than the mechanics.	£75	Oak staff team	
To ensure pupils in Elm Class identified with gaps in place value and number conceptual understanding receive extra support via Success@Arithmetic.	30 minute intervention within the maths lesson three times a week. The Teaching Assistant assumes responsibility for the rest of the class once the main teaching element is completed.		£0	Elm staff team	
To accelerate the progress and attainment in reading	Boys Book Club formed to provide extra targeted support	Focus group support for pupils enables them to become	£0	Willow staff team	

of a group of identified pupils in Willow Class.	focusing on fluency, comprehension and enjoyment.	independent readers and Key Stage Two ready.			
To provide small group and/or one to one tuition for identified children needing to accelerate progress to close the gap.	Identify children through formal and teacher assessment following Pupil Progress meetings. 4 weeks 3x a week tuition 1:1 or in small groups	Children make accelerated progress and finish year in an improved position.	£3,012	Mrs Barnes – Catch-Up teacher	
<b>Total spend:</b>			<b>£3,537</b>		