

**Southam Primary School**

**Catch Up Action Plan 2020- 2021**

**Total spend: £31600**

**Oct 2019- 305 chn x £80- £24400**

**Oct 2020- 329 chn x £80- £26320**

**School budget: £7200**

| <b>High Quality Teaching</b>                                | <b>Need</b>  | <b>Action</b>  | <b>Cost</b> | <b>Success Criteria</b>                         | <b>Impact</b> |
|---|--|--|-------------|---|---------------|
| To ensure all children are receiving quality first teaching | High profile CPD- To support staff in being able to deliver high quality teaching to all the class within the restrictions of being a Covid safe school. | Walkthrus programme  | £500        | For staff to deliver high quality lessons       |               |
|   | For all staff delivering phonics lessons to feel confident in their delivery   | RWInc phonics training (Consortium)<br><br>Online RWInc training | £300        | For staff to feel confident in teaching phonics |               |
|   |  |  | <b>£800</b> |   |               |

| <b>Targeted Academic Support</b>   | <b>Need</b>  | <b>Action</b>  | <b>Cost</b>     | <b>Success Criteria</b>   | <b>Impact</b> |
|--|--|--|-----------------|---|---------------|
| To ensure children have the phonics, reading, writing and maths skills to enable them to make progress in their learning | Reception- Delayed development of speech sounds that inhibit the communication between peers, and in several cases between children and staff. | Nuffield Early Language Intervention   |                 | Improved vocabulary, narrative skills, active listening and phonological awareness.         |               |
|  | Year 1- Blending sounds to read, poor letter formation, weak sounding out to spell   | Additional RWInc phonics reading books   | £300            | Gaps that had been identified in learning have been addressed and chn able to make progress |               |
|  | KS2- children have poor retention of number bonds/times tables which holds them back in maths.   | Power of 1 1:1/ small group intervention<br>Power of 2 1:1/ small group intervention<br>Power of 2 | Resources- £200 | Gaps that had been identified in learning have been addressed and chn able to make progress |               |

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|  |   | Additional targeted home learning support using Classroom Secrets for Kids | £600          |   |  |
|  | Year 3 and 4 - Range of ability and experience in the class - huge difference between LA Y3 vs HA Y4. | Additional TA support to enable teacher to work with targeted children     | £10,000       | Gaps that had been identified in learning have been addressed and chn able to make progress |  |
|  |   |  | <b>£11100</b> |   |  |

| Wider Strategies                          | Need  | Action  | Cost   | Success Criteria  | Impact |
|---|---|---|--|---|--------|
|   | Behavioural issues at lunchtimes- children finding it difficult to play together, interact positively with each other   | Additional lunchtime supervisors so that each class has a dedicated member of staff plus additional member to hold lunchtime club   | £5000  | For children to have a positive lunchtime experience  |        |
|   | Children have experienced an number of ACEs which they need support to deal with, as they are having a detrimental effect on their mental wellbeing   | Mental health trailblazer project<br><br>Drawing and talking therapy<br><br>Psycho-education Toolkit: How to help children understand and regulate their survival responses<br><a href="https://beaconhouse.org.uk/training/psycho-education-tool-kit-for-children-young-people/">https://beaconhouse.org.uk/training/psycho-education-tool-kit-for-children-young-people/</a><br><br>Attachment and trauma programme- 1 year (Warwickshire EP) | Training costs<br>£500<br><br>Training costs<br>£200 | Children receive appropriate support to help deal with the ACEs they have experienced<br><br><br><br>All staff have an understanding of trauma and attachment and there is a whole school approach in place |        |
| To ensure all children are ready to learn | Reception children being reluctant and lacking confidence to complete activities (including creative tasks). Some children are showing great anxiety towards completing anything not child initiated. | Additional TA support to enable teacher to work with targeted children  | £4,000   | Children are demonstrating that they are able to learn independently  |        |

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|--|--|--|---------------|--|--|
|  | Year 1- Lack of independence when working - some unable to complete work without adult supervision       | Additional TA support to enable teacher to work with targeted children | £5,000        | Children are demonstrating that they are able to learn independently |  |
|  | Year 2- ability to concentrate, listen and follow the teaching input for longer than 10 minutes is poor. | Additional TA support to enable teacher to work with targeted children | £5,000        | Children able to learn for a sustained period of time.               |  |
|  |  |  | <b>£19700</b> |  |  |

*\*Teaching assistant allocation/ focus will be reviewed at the end of each half term*