

## Catch Up Premium Spending Strategy – Laurus Ryecroft

Context
<p><b>Laurus Ryecroft - Catch Up Premium allocation circa £41,520k (based on 519 pupils x £80 per pupil)</b></p> <ul style="list-style-type: none"> <li>• 519 pupils on roll</li> <li>• 135 pupils eligible for Pupil Premium Funding</li> <li>• 122 pupils on the school's SEN Register</li> </ul>
<p><b>Catch Up Priorities</b></p> <ul style="list-style-type: none"> <li>• Literacy Catch Up</li> <li>• Numeracy Catch Up</li> <li>• Social and emotional wellbeing – pupil behaviour</li> <li>• Inequalities highlighted by school closures disproportionately affecting our disadvantaged pupils</li> </ul>

	Priority 1 – Literacy Catch Up		
Actions	Desired outcome	Costs	Impact Review
Appropriate screening of pupils to identify students requiring literacy interventions.	To identify students who need specific literacy interventions according to their scores within particular measures.		
Fresh start: Intensive phonics and reading intervention programme run by SEND team, consisting of 4-5 hours per week in small groups.	To reinforce phonological awareness to increase reading fluency and automaticity, which in turn aids improvement in comprehension. Strong phonological knowledge can also improve students' spelling accuracy.		
Toe-by-toe program: Intensive 1:1 phonics course. Students are removed from lessons for 3-4 15 minutes sessions with member of the SEND team.	To improve student's decoding skills significantly which will aid their comprehension of texts that they read.		

Accelerated reader program: All students in Y7 complete AR as a way to monitor reading for pleasure and measure reading progress.	To develop the comprehension and inference skills of students significantly below expectation in this measure.		
Targeted in class intervention by Learning Support Assistants.	To provide personalised support for students in lessons. LSAs are aware of the strategies that can help develop the skills of those students with significant literacy needs. These are woven into the SFPs, which LSAs are familiar with for those students they support and work with closely.		
Literacy PP&R set using <a href="https://www.spellzone.com/">https://www.spellzone.com/</a> and <a href="https://bedrocklearning.org/">https://bedrocklearning.org/</a> throughout all year groups.	To consolidate and revise understanding of spelling rules and pattern, as well as enhancing understanding of low frequency vocabulary. To also improve the ability of students to access advanced vocabulary in a range of cross curricular texts.		
Tutor time group reading sessions once a week, with specialists resources aimed at improving pupils' basic literacy levels. (Y7&8)	To provide structured support for students with literacy barriers to learning.		
Additional sessions for English recovery curriculum delivered by teaching staff. (Y9)	To raise the achievement of underperforming students in English and reduce the impact of the summer 2020 lockdown.		

<b>Priority 2 – Numeracy Catch Up</b>			
<b>Actions</b>	<b>Desired outcome</b>	<b>Costs</b>	<b>Impact Review</b>
Appropriate screening of pupils to identify students requiring numeracy interventions.	To identify all students who may benefit from intervention providing a raw score to prioritise the needs of each student.		

Small group intervention program with maths teachers for students identified as requiring additional support.	To improve confidence and ability in understanding basic numeracy concepts to support students to better access mainstream lessons.		
Targeted in class intervention by Learning Support Assistants.	To support students in class to help boost their confidence and understanding.		
Personalised intervention homework set using <a href="http://www.ile.mathswatch.co.uk">ile.mathswatch.co.uk</a> and <a href="http://www.mymaths.com">www.mymaths.com</a> following monitoring of work in class.	To improve and embed a deeper understanding of mathematical solving and to develop fluency of fundamental mathematical skills.		
Additional sessions for Mathematics recovery curriculum delivered by teaching staff.	To raise the achievement of underperforming students in mathematics and reduce the impact of the summer 2020 lockdown.		

<b>Priority 3 - SEMH</b>			
<b>Actions</b>	<b>Desired outcome</b>	<b>Costs</b>	<b>RAG</b>
Conduct a Survey into pupil well-being post 2020 lockdown.	To identify students who may require additional support.		
Appointment SEMH specialist to work with vulnerable students.	To build capacity within the organisation to work closely with students who have SEMH needs.		
1:1 SEMH sessions.	To help pupils develop resilience and strategies in dealing with/overcoming SEMH barriers to learning and everyday obstacles.		
Develop pupil profiles to measure the impact of SEMH interventions.	To provide teachers/support staff with up to date information surrounding strategies that will enable pupils to thrive. As SEMH interventions evolve, pupils will begin to attend more lessons with confidence and integrate fully into school life.		
Regular 'virtual' assemblies.	To provide a platform to consistently share key messages with all students.		
Whole school approach to student rewards – start pupils.	To create a positive culture of behaviour for learning within the school.		
To appoint an in school counsellor	To support students on site with day-to-day wellbeing		

<b>Priority 4 - Disadvantaged children</b>			
<b>Action</b>	<b>Desired outcome</b>	<b>Costs</b>	<b>RAG</b>
Conduct a survey into the study habits of students who had a poor engagement with online learning during the summer 2020 school closure.	To identify barriers to remote learning.		
Run assemblies on a growth mind-set, the importance of good routines and effective revision strategies.	To develop the metacognitive skills of our students and to ensure they are well informed about the importance of having good routines.		
Teaching remote lessons in usual classes rather than full year groups as well as building in screen time breaks throughout the day for students.	To meet the individual needs of each child during remote teaching.		
Purchase iPads for pupils who do not have their own device to work on at home.	To ensure that all students are able to access the remote learning provision.		
Provide dongles for pupils with a poor or no internet connection at home.	To ensure that all students are able to access the remote learning provision.		
SEND department to ensure that SEND pupils are effectively supported with their learning.	To ensure that students with SEND can access the remote learning provision.		
Further development remote learning pedagogy.	To improve the quality of education for all.		
Allocate time for Trust Leads of EBacc subjects to develop and embed recovery curricula.	To reduce the impact of the summer 2020 lockdown on student progress.		
Purchase Active learn, the Pearson Online Textbooks, called Viva.	To provide more reading and listening resources to use to help students prepare for the GCSE Spanish listening and reading exam.		