



Catch Up Premium – The Academy for Character and Excellence

Our Outcome – Successful Learners

- Know how to learn (metacognition)
- Make exceptional progress (3 circles)
- Achieve high standards (academic excellence/ knowledge acquisition)
- Recognise a capacity for learning (metacognition and growth mindset)
- Have a thirst for learning (Character)

Provisional allocations

Brixham - £16,880
Collaton - £17,280
Galmpton - £17,360
Redhills - £18,720
Shaldon - £16,880
TSJ - £10,720
Trust £97,840

Berry £8160

Analysis of need



EYFS

Verbal communication and receptive language skills, speech therapy, vocabulary acquisition

Fine motor skills / Poor pencil grip

Phonics and early reading

Recognising numbers – concrete and abstract

Counting

Key Stage 1

<u>Y1</u>	<u>Y2</u>
Phonics	Phonics – reading fluency and speed
Place value	Key word recognition
Number bonds to 10	Number recognition, Numbers as words
Letter formation and handwriting	Number bonds to 20
Simple sentences – capital letters and full stops	Digit reversal
One more/one less	Letter formation, spaces, handwriting
Comprehension of questions	Full stops and capital letters
	High frequency words spelling
	Simple suffixes and homophones
	Addition and subtraction/ four operations
	Conjunctions
	Stamina for writing
	Simple problem solving

Key Stage 2

Reading – Phonics gaps, fluency, reading comprehension strategies e.g. retrieval, inference and deduction, stamina

Writing – basic sentence construction (at different levels), punctuation (at different levels), conjunctions, stamina, spelling, rereading for sense, consistency of tense

Handwriting

Mathematics – Place value, calculations, Fractions, Decimals and Percentages, fluency - recall of basic mathematical facts, measures, geometry statistics, mathematical vocabulary, pace, reasoning and applying, word problems



Our Guiding Principles – Use of Catch Up Premium

Quality First Teaching

We know that a highly effective, excellent teacher makes the biggest difference to the children in their class. Therefore, our biggest investment needs to be in our teachers' professional development.

The EEF Toolkit reports that the most effective strategies to accelerate progress remain Feedback (+8 months) and Metacognition and self-regulation (+7 months). Therefore, A Curriculum for Excellence's focus on developing metacognition, if implemented effectively, will have the greatest impact on children's learning.

We know that assessment is key – teachers need precise knowledge about the gaps in children's learning, and planning should build upon this assessment. *Dylan Williams research - Responsive teaching*

High quality feedback (and marking) is essential (+8 months EEF Toolkit). This enables the learner to reflect and adapt and to practise new knowledge or skills.

We need to prioritise the explicit teaching and 'catch up' of basic skills, as outlined above, within the context of our Curriculum for Excellence learning experiences.

We need to equip our teachers to adapt the curriculum for blended learning – in school and remote learning. Having a strategy in advance about curriculum organisation, how lessons will be planned and taught in the event that a teacher is off sick, strategies for managing workload to avoid teacher overwhelm.

Targeted Academic Support

We know that our teachers know their children best and are therefore the best placed for any additional targeted support.

If teachers don't have capacity to take on additional catch up, our experienced and highly effective Teaching Assistants and HLTAs are likely to be more effective than a new appointee.

We need to consider use of tutoring (+5 months EEF toolkit).

Any targeted intervention needs to be planned with *precision* to meet our children's needs. Additional academic support needs to be planned carefully so that new



learning builds sequentially on prior knowledge. Sessions need to happen regularly, and be led by an adult who knows the child and the course content well.

Priority subjects for targeted academic support need to be oral language intervention (+5 months), Early years interventions (+5 months), early reading and phonics (+4 months), reading comprehension strategies (+6 months) and Mastery Learning – through pre-teaching in reading and mathematics? (+5 months)

Wider Strategies

Do I include any principles relating to readiness for learning e.g. pastoral support?

Proposal for spending of Catch Up Premium

Quality First Teaching

Curriculum for Excellence

Training and consultancy support for implementing an ambitious 'Curriculum for Excellence', which incorporates the development of character and metacognition while in the pursuit of academic excellence. This will include professional development for leaders and teachers to focus on the explicit teaching of metacognition and self-regulation (+7 months EEF toolkit) and collaborative learning (+5 months EEF toolkit)

Feedback (+8 months)

Develop an evidence-based trust wide assessment, feedback and marking policy. Include use of formative assessment (responsive teaching) and use of rich summative assessment. Support implementation through quality CPD – trust masterclasses on aspects of practice? E.g. use of success criteria, dialogic marking (link to work of year group TIGs?)

Pedagogy, Teacher Subject Knowledge and Knowledge Acquisition (related to the analysis of need) all within the context of the Curriculum for Excellence

- Evidence-based professional development for our Early Career teachers – to include training, trust improvement group networking and action research, coaching (Cristy coaching Clara)



- Peer support – buddying up more experienced teachers with less experienced teachers across schools/ trust (eg Use of Berry funding, Galampton coaching model?)
- Evidence based professional development for leaders and teachers – Pedagogy for the implementation of the Curriculum for Excellence (led by NH, CW, CP, Heads, Champion teachers)
- Trust Wide ‘Curriculum Essentials’ masterclasses/workshops (using Zoom) - Vocabulary acquisition, phonics, whole class ACE reading strategy, teaching of writing within a learning experience, mastery mathematics
- Trust Wide Masterclasses/workshops – Assessment, feedback and marking e.g. responsive teaching, use of WAGOLL, success criteria, peer assessment, dialogic marking etc.
- Knowledge Acquisition – Create a trust-wide working party to investigate the best approaches for capturing and evidencing progress in knowledge acquisition, including the use of e.g. retrieval practice, low-stakes testing, knowledge organisers
- Incremental coaching with a focus on meeting the needs of disadvantage or SEND children?
- Create a trust wide *vision* and *strategy* for Blended Learning to build resilience and robustness in the Covid-19 recovery phase. Follow with high quality training for teachers in teaching and learning using technology (Teaching Schools South West events to support)
- Buying in experts to lead CPD masterclasses

Targeted Academic support

- Use the National Tutoring Programme? – more information is required before a decision can be made. (I’ve signed up for webinar on 21st October). This is for disadvantaged children only. Costs have not yet been released, but it is subsidised by up to 75%.



- Nationally funded Reception Nuffield Early Language Intervention (NELI) – training and resources provided for existing TA. Daily small group and 1 to 1 tuition for children in reception.
- Do we hire our own tutors? Or an unqualified teacher e.g. graduate with excellent English/ Maths skills.
- Should we train our children to become Peer Tutors (+5 months EEF toolkit) linked to work on feedback?
- Our part time teachers might be able to increase hours to release teachers to work with children? E.g. Suzie/Kirsty at Shaldon
- Do we employ a teacher to work across the trust? They could release teachers to carry out interventions? Teacher conferencing?
- Do we lengthen the school day? Ask teachers if they are willing to run breakfast, lunchtime or after school clubs with targeted children. We could offer a temporary incentive (e.g. TLR 3 payment for a year). Could we temporarily adjust the hours for some of our most effective TAs and HLTAs to run additional targeted support?
- Should we contact secondary schools to see if they can offer any capacity to help target groups or subjects. A Level students to come in?
- Purchase of resources, training and implementation of proven high-quality intervention programmes e.g. Read Write Inc (TSJ)
- Use summative assessment e.g. end of unit assessments to inform precision teaching.
- Maths resources? Doodle?

Wider Strategies

Ongoing technical support to support schools with approach to blended learning

Pastoral support for most vulnerable, including robust methods for home/school communication

Guides/videos for parents

