



# UNIVERSAL CATCH UP PREMIUM 2020-2021

## Charlton Kings Infants' School

### School Overview

<b>Metric</b>	<b>Data</b>
School name	Charlton Kings Infants' School
Pupils in school	269
Proportion of disadvantaged pupils	14/269 (5%)
UCUP Provisional Allocation 2020-2021	£ 21680
Academic year covered by statement	2020-2021
Publish date	November 2020

## Teaching Priorities for Current Academic Year

Measure	Planned Resource Allocation
<p><b>1. Re-activating prior learning in phonics and reading in order to identify key gaps in learning and prioritise teaching so that 80% of children achieve the ELG for Reading at the end of EYFS and 85% of children achieve Expected Standard in Reading with 40% achieving Greater depth at the end of KS1.</b></p>	<ul style="list-style-type: none"> <li>- Early assessment and tracking of phonics and reading knowledge and application in Term 1.</li> <li>- Analysis of findings and identification of key priorities for Quality First Teaching and targeted intervention to inform strategic planning.</li> <li>- Review pace of phonics and reading teaching and learning as part of Quality First teaching.</li> <li>- Curriculum amended to reflect priorities for children's next steps in learning whilst also ensuring this remains 'broad and balanced'.</li> <li>- Monitoring of consistency of teaching and learning in phonics and reading throughout the school carried out by senior and English leads during Autumn terms.</li> <li>- Priorities for ongoing teaching and learning fed into weekly year group and daily class teaching.</li> <li>- Formal reviews through robust pupil progress meetings.</li> <li>- Early identification of 'vulnerable' learners and implementation of focused intervention.</li> </ul>
<p><b>2. Re-activating prior learning in maths in order to identify key gaps in learning and prioritise teaching so that 90% of children achieve the ELG in number at the end of 80% of children achieve Expected Standard in Maths with 30% achieving Greater depth at the end of KS1.</b></p>	<ul style="list-style-type: none"> <li>- Early assessment and tracking of maths fluency knowledge and application in Term 1.</li> <li>- Analysis of findings and identification of key priorities for Quality First Teaching and targeted intervention to inform strategic planning.</li> <li>- Review pace of maths fluency teaching and learning alongside 'mastery maths' focus as part of Quality First teaching.</li> <li>- Curriculum amended to reflect priorities for children's next steps in learning whilst also ensuring this remains 'broad and balanced'.</li> <li>- Monitoring of consistency of teaching and learning in maths fluency throughout the school carried out by senior and Maths leads during Autumn terms.</li> <li>- Priorities for ongoing teaching and learning fed into weekly year group and daily class teaching.</li> <li>- Formal reviews through robust pupil progress meetings.</li> <li>- Early identification of 'vulnerable' learners and implementation of focused intervention.</li> </ul>

Barriers to learning these priorities address:	Actions to be taken:
<p>Access to and consistency of high quality cumulative phonics teaching and learning.</p>	<p>Early assessment and tracking in Autumn term 1 leading to SLT monitoring of pace and consistency of phonics and reading teaching and learning throughout the school.</p> <p>Further development of phonics information sharing with parents through weekly phonics videos,</p>

Parental understanding of methodology for teaching and learning of phonics and reading.	explanation of phonics home/school learning resources and parental virtual on-line information sharing regarding phonics and reading.
Access to high quality reading materials.	Ongoing review of quality decodable reading materials and purchasing of new decodable reading materials to supplement school reading scheme (specific priorities in YR and Y1)
Access to and consistency of high quality cumulative fluency teaching and learning in maths.  Parental understanding of methodology for teaching and learning of maths fluency.	Early assessment and tracking in Autumn term 1 leading to monitoring of pace and consistency of math fluency teaching and learning throughout the school.  Timely intervention for identified pupils through 'Number box/bots', Plus 1 and Power of 2.  Further development of maths fluency sharing through on-line links to 'Can do maths' deliberate practice resources and targeted 'mathletics' resources through home learning and remote education offer.
Potential lockdown and class/year group closure or children needing to self-isolate/shield for a given period of time.  Access to remote education plans and associated support from home.	Review of 'home learning policy' and publication of additional resources (including video teaching) via our new VLE 'Purple Mash'. Planning, development and publication of 'Remote Education Offer'. Purchase of specific resources to facilitate offer; including, 'Purple Mash', 'Can do Maths' subscription, ensuring loan lap tops can be available for identified 'vulnerable' learners, Risk assessments and targeted planning and provision for EHCP pupils.
<b>Priorities for expenditure:</b>  Release of SLT (AHT for KS1 and English lead) for 1 day a week for 4 weeks in term 1 to monitor teaching and learning of phonics and reading in KS1.  Release of SLT (AHT for EYFS and maths lead) for 1 day a week for 4 weeks in term 2 to monitor consistency of teaching and learning of phonics and reading in YR and maths fluency across YR-Y2.  Release of SLT (English lead) for ½ day a week for 6 weeks in term 2 to lead identified and monitor impact of identified developments for Reading throughout the school.  Decodable reading books purchased 'Can do maths' subscription Loan lap tops	<b>Projected spend:</b>  <b>£750</b>  <b>£500</b>  <b>£400</b>  <b>£5,000</b> <b>£300</b> <b>£250</b> <b>Total: £7200</b>

## Targeted Academic Support for Current Academic Year

Measure	Planned Resource Allocation
Targeted phonics interventions for those 'at risk' of not achieving the phonics screening check in Y2 (Autumn term 2020) and Y1 (Summer term 2021) and early identification of those in YR who need to 'catch up quickly' in their learning.	Review of intervention and targeted support for identified pupils leading to small group precision monitoring, phonics booster sessions and intervention programmes as appropriate (precision monitoring, additional phonics booster groups).
Targeted reading interventions for those 'at risk' of not being at our school expected standards at the end of each term and the national Expected Standard at the end of KS1.	Review of intervention and targeted support through priority reading and intervention programmes (Dancing Bears in KS1) as appropriate.  Introduction of 'story club' in the Spring term for identified disadvantaged and vulnerable pupils (dependent upon Covid 19 regulations)

Barriers to learning these priorities address:	Actions to be taken:
<p>Potential lockdown and class/year group closure or children needing to self-isolate/shield for a given period of time.</p> <p>Access to remote education plans and associated support from home.</p>	<p>Review of 'home learning policy' and publication of additional resources (including video teaching) via our new VLE 'Purple Mash'. Planning, development and publication of 'Remote Education Offer'. Purchase of specific resources to facilitate offer; including, 'Purple Mash', 'Can do Maths' subscription, ensuring loan lap tops can be available for identified 'vulnerable' learners, Risk assessments and targeted planning and provision for EHCP pupils.</p> <p>Prioritisation of staffing to ensure interventions continue (including provision of personalised learning resources if children are shielding/isolating).</p>
Identified pupils' specific learning needs.	Addressed through 'My Plan' and 'My Plan +' or EHCP targets. Specific, targeted and measurable interventions in place which are regularly reviewed with parents/carers and multi-agency professionals as appropriate (funding for additional support taken from SEND and PPG budgets as appropriate).
<p><b>Priorities for expenditure:</b> (As above)</p> <p>Additional TP in Y2 (qualified teacher) every afternoon with direct focus upon phonics and reading intervention.</p> <p>Daily additional TP in Y1 for 1 hour every afternoon (term 2) to focus upon priority readers.</p>	<p><b>Projected spend:</b></p> <p><b>£8000</b></p> <p><b>£150 approx</b></p>

Educational Psychologist visits – focusing upon coaching and supporting teaching and learning for pupils with identified SpLD.	<b>£500</b>
Costings and timings of 'story club' TBC	<b>TBC (allocation of £500)</b>
	<b>Total: £9100</b>

## Wider Strategies for Current Academic Year

Measure	Planned Resource Allocation
Ensure secure mental health and well-being of pupils, parents and staff and early identification of trauma experienced during lockdown and ongoing trauma due to impact of the pandemic.	<p>Early identification of mental health and well-being needs of pupils and allocating appropriate provision:</p> <ul style="list-style-type: none"> <li>- <b>Tier 1: Universal</b> – Quality First Teaching and embedding in daily practice (Termly theme and value, Timetables, RESPECT learning behaviours)</li> <li>- <b>Tier 2: Targeted</b> – ELSA, small group Commando Joes intervention groups (funded through sports premium)</li> <li>- <b>Tier 3: Specialist</b> – Play therapy student placement for identified pupils</li> </ul> <p>Ongoing identification of mental health and well-being needs of families, allocation and signposting to appropriate services:</p> <ul style="list-style-type: none"> <li>- <b>Tier 1: Universal</b> – maintaining good communication with families and ensuring support available during this time is communicated on website and through regular communications.</li> <li>- <b>Tier 2: Targeted</b> – Move More Health Activist programme to run with five identified families (funded through sports premium).</li> <li>- <b>Tier 3: Specialist</b> – signposting through 'Early Help' and specialist provision.</li> </ul>

Barriers to learning these priorities address:	Actions to be taken:
Ensuring children feel safe and secure both physically and mentally in order to become fully involved and engaged as learners.	Timely identification of need for children and families with timely intervention and support – impact on improved outcomes monitored through daily practice and tracking of learning behaviours for identified pupils.
Ensuring that staff feel safe and secure both physically and mentally in order to provide QFT at all times.	Open and transparent communication ensuring staff feel fully informed (ie risk assessments, sharing of key priorities for teaching and learning etc).

<p><b>Priorities for expenditure:</b> (As above)</p> <p>% of student's support and supervision costs supported through CKIS (£25 per month)</p> <p>Additional provision for increased ELSA support during Spring and Summer terms.</p>	<p><b>Projected spend:</b></p> <p><b>£250 allocation</b></p> <p><b>£1500 allocation</b></p> <p><b>Total: £1750</b></p>
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**Total allocated funding to date: £18050**

## Monitoring and Implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	<p>Impact of potential staff absences as a direct result of Covid 19.</p> <p>Maintaining staff and pupil mental health and well-being.</p> <p>Ensuring staff have the knowledge and skills to maintain high quality of teaching and learning for phonics, reading and math.</p> <p>Maintaining a broad and balanced curriculum whilst also focusing upon key priorities – phonics, reading and math.</p>	<p>Monitoring of staff absence and identification of early/targeted support as appropriate, including use of OH services and SAS resources.</p> <p>School vision and values upheld during daily practice and provision. PSHE curriculum, termly values and relational practice, including health and well-being focus group.</p> <p>Weekly 'catch up' briefings, weekly SLT meetings informing year group planning, year group leaders leading weekly planning, CPD plan and monitoring cycle.</p> <p>Pupil, parent and staff feedback alongside monitoring of teaching and learning continues to demonstrate that children are happy and engaged in their learning.</p>
<b>Targeted support</b>	<p>Ensuring staff have the knowledge and skills to lead intervention effectively.</p> <p>Ensuring impact of interventions is effectively monitored and reviewed.</p>	<p>Training and support for staff through high quality CPD. Monitoring quality and impact of teaching and learning.</p> <p>Tracking and monitoring systems in place and inform both formative and summative assessments. Impact of interventions reviewed through termly pupil progress meetings.</p>
<b>Wider strategies</b>	<p>Impact of global pandemic upon staff and pupil attendance alongside ability to provide targeted support.</p>	<p>Regular review of school risk assessment and protective measures. Swift action taken to address priorities for improvement.</p> <p>Leaders continue to prioritise health and well-being of staff and pupils alongside aspirational targets for teaching and learning.</p>