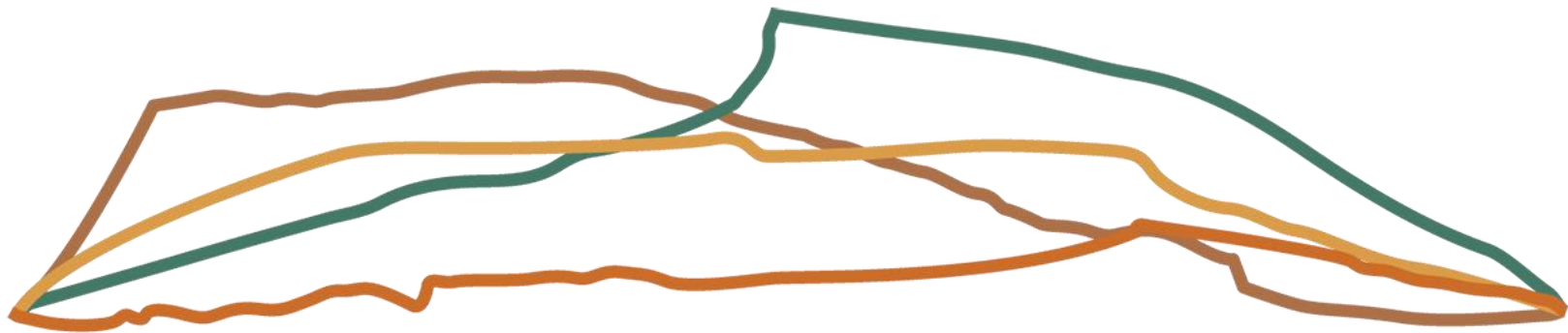


**Ironstone Academy Trust**

**Normanby Primary School**

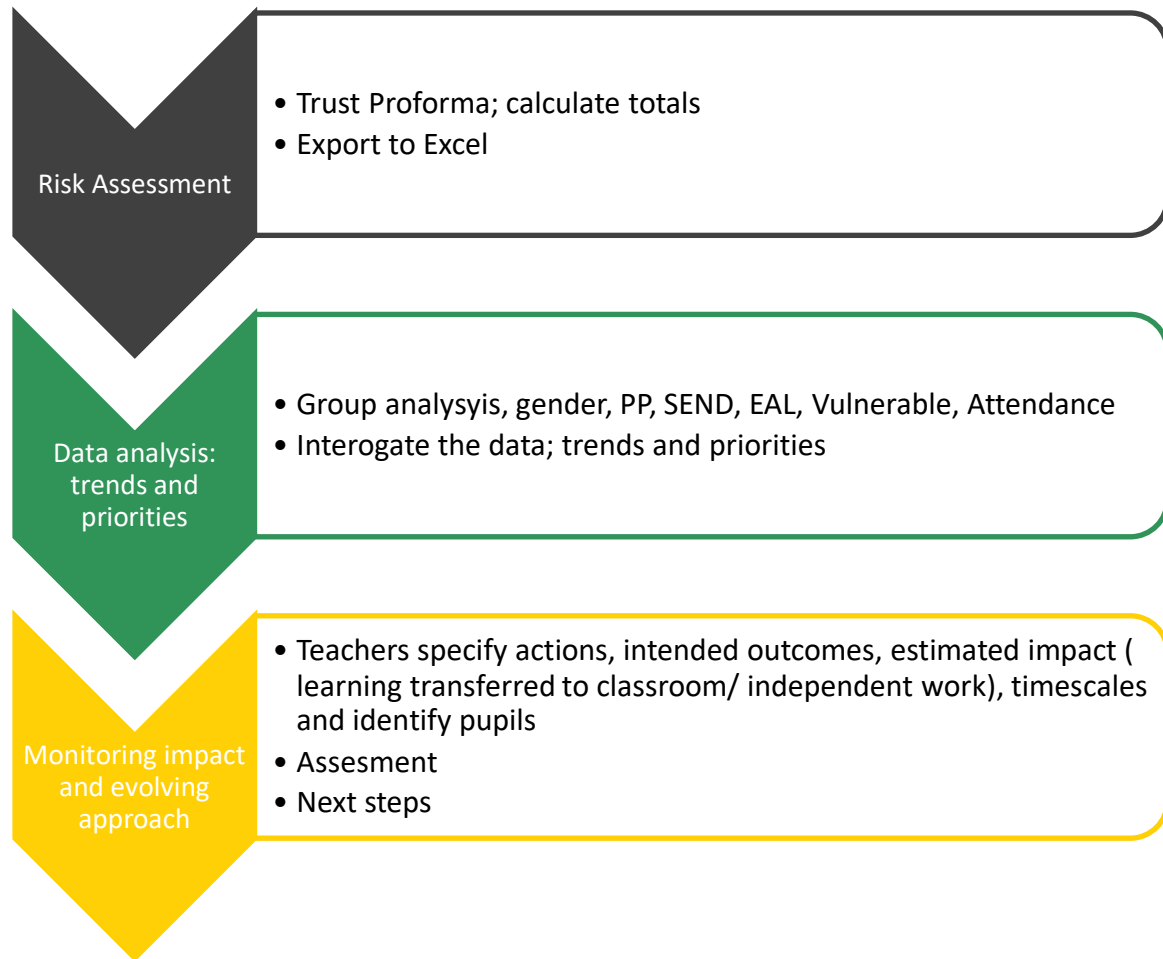
# Catch-up Premium plan 2020/2021



**IRONSTONE ACADEMY TRUST**

<b>School name:</b>	<b>Normanby Primary School</b>
<b>Academic year:</b>	<b>2020/2021</b>
<b>Total number of pupils on roll:</b>	<b>500</b>
<b>Total catch-up budget:</b>	<b>£31000</b>
<b>Initial date:</b>	<b>October 2020</b>
<b>Compiled by:</b>	<b>Carl Faulkner, Kath Pentney</b>
<b>Local Governing Body, named Governor:</b>	<b>Normanby Primary School, Fran Kay Chair.</b>
<b>Shared with Governors:</b>	<b>Yes, Autumn Term 2020</b>

## Process



## Whole school support

During the summer term the staff implemented a pupil risk tracker, to support the whole school in understanding who are most vulnerable learners were. This means we are able to respond quickly to our allocation of Catch Up Premium funding, and have employed staff to undertake teaching activities with pupils promptly.

Spending on 'whole school support' will be limited, as we have prioritised direct intervention with pupils.

This approach has been shared with Governors.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Access to technology will be improved for staff through purchase of further tablet devices.	There will be two staff able to access all pupil/ teacher MS Teams calls, so promote effective working and safeguarding  Devices will be obtained and provisioned by 31 12 20	Pupil engagement will improve  Children's behaviour on line will match the positive learning behaviour demonstrated in school  Improved parental and staff confidence	£6000	CF SH TH	To be funded from schools own resources, not catch up premium.
			£		
			£		
<b>Total spend:</b>			<b>£6000</b>		



## Targeted support

Between November 2020 and February 2021 there will be an additional 7 days per week of teacher input, added to the schools teaching provision.

From February 2021 and Easter break 2021, there will be 5 days per week of teacher input.

SLT will allocate time to year groups in advance, but flexibility will remain so as to target support where needed, should other 'bubble' closures be required.

Initial priorities will include phonics with younger pupils and access to math's key knowledge in middle school. The plan will be regularly updated with specific focused priorities.

Pupils will be identified through the schools tracking system, which has been augmented to assess the risk to learners posed by C19 disruption.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments on outcomes
<p><b>Year 2:</b> Addressing individual gaps in phonics missed from the Y1 POS xx 6 sessions, 1:1, 15 minutes</p>	<p>Children will able to:</p> <ul style="list-style-type: none"> <li>Recognise all 26 letters of the alphabet and the sound that each letter makes</li> <li>Blend CVC words</li> <li>To recognise and apply a growing number of phase 3 GPC's</li> </ul>	<ul style="list-style-type: none"> <li>Children will have gained the skills to decode, segment and blend CVC and CVCC words within simple sentences</li> <li>Children will have gained confidence and independence in reading and writing</li> </ul>		<p>Kylie Foden, Kate Levett, Kathryn Young (time covered by Laura Hodgson)</p>	<p>xx recognises and applies most of phase 3 phonic sounds and scored 20 on the phonics screening. Can blend CVC words including CVCs including the first 8 sounds of phase 3.</p> <p>Xx (SEND),used some intervention time to focus on SALT objectives to support pronouncing letters and sounds</p> <p>xx Continuing to consolidate letter recognition, some confusion between some letters however this can be inconsistent. Can blend simple CVC words and</p>

					will continue to recap phase 2 whilst learning phase 3 sounds.
<p><b>Year 2</b> Addressing gaps in phonics missed from the Y1 POS xx 6 sessions, 1:5, 20-30 mins</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Recognise all phase 3 sounds and apply them in reading</li> <li>Blend CVC, CVCC, CCVC words (Phase 4 adjacent consonants)</li> <li>To recognise and apply a growing number of phase 5 GPC's</li> </ul>	<ul style="list-style-type: none"> <li>Children will have gained the skills to decode, segment and blend CVC and CVCC words within simple sentences</li> <li>Children will have gained confidence and independence in reading and writing</li> </ul>		<p>Kylie Foden, Kate Levett, Kathryn Young (time covered by Laura Hodgson)</p>	<p>All children recognise and apply the phase 3 phonic sounds and phase 4 adjacent consonants. Taught 4 weeks of phase 5 and will continue this as part of an intervention group. 3/5 xx didn't pass the phonics check xx- Speech and language support (on waiting list)</p>
<p><b>Year 2</b> Addressing gaps in phonics missed from the Y1 POS and consolidating sounds previously taught xx- 6 sessions, 1:5, 20-30 mins</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Recognise all phase 3 sounds and apply them in reading</li> <li>Blend CVC, CVCC, CCVC words (Phase 4 adjacent consonants)</li> <li>To recognise and apply a growing number of phase 5 GPC's</li> </ul>	<ul style="list-style-type: none"> <li>Children will have gained the skills to decode, segment and blend CVC and CVCC words within simple sentences</li> <li>Children will have gained confidence and independence in reading and writing</li> </ul>		<p>Kylie Foden, Kate Levett, Kathryn Young (time covered by Laura Hodgson)</p>	<p>All children recognise and apply the phase 3 phonic sounds and phase 4 adjacent consonant. Almost taught all of phase 5 and will continue this as part a catch up group with particular focus on split digraphs. Continue with 1:1 reading support. All 12 children just passed the phonics check with scores between 32- 34</p>

<p><b>Year 2</b> Addressing gaps in phonics missed from the Y1 POS and consolidating sounds previously taught xx- 6 sessions, 2x groups 1:4/ 1:3 20-30 mins</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Recognise all phase 3-5 sounds and apply them in reading</li> <li>Blend and segment Phase 4 adjacent consonants words</li> <li>Blend and segment multi-syllabic words</li> <li>Apply skills taught in preparation for the phonics screening test</li> </ul>	<ul style="list-style-type: none"> <li>Children will have gained the skills to decode, segment and blend more complex texts (moving away from reading phonetically decodable books)</li> <li>Children will have gained confidence and independence in reading and writing</li> </ul>		<p>Kylie Foden, Kate Levett, Kathryn Young (time covered by Laura Hodgson)</p>	<p>All children recognise and apply the phase 3 phonic sounds and phase 4 adjacent consonant. Moved into larger phase 5 teaching groups due to accelerated progress. Taught all of phase 5 and will continue to revisit sounds during phase 6 as part of 'revisit and review' All children passed the phonics check with successful scores</p>
<p><b>Year 2</b> Consolidate phase 5 phonics including alternative GPC's missed from the Y1 POS -xx 6 sessions, 1:8, 20-30 mins</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Recognise all phase 3-5 sounds and apply them in reading</li> <li>Blend and segment Phase 4 adjacent consonants words</li> <li>Blend and segment multi-syllabic words</li> <li>Apply skills taught in preparation for the phonics screening test</li> </ul>	<ul style="list-style-type: none"> <li>Children will have gained the skills to decode, segment and blend more complex texts (moving away from reading phonetically decodable books)</li> <li>Children will have gained confidence and independence in reading and writing</li> </ul>		<p>Kylie Foden, Kate Levett, Kathryn Young (time covered by Laura Hodgson)</p>	<p>All children recognise and apply the phase 3-5 phonic sounds and phase 4 adjacent consonant. All children phase 6 ready and have moved on from reading phonetically decodable books to colour banded books . All children securely passed the phonic check.</p>



<p><b>Year 4:</b> Addressing missed key number concepts from Y3 POS xx – 4 x 15 and 30 mins sessions. xx – 3 x 15 and 30 mins sessions. xx– 2 x 15 and 30 mins sessions.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and order numbers up to 1000</li> <li>• Read and write numbers up to 1000.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing gaps will allow children to more confidently and successfully access the Year 4 curriculum.</li> <li>• Allow children to deepen understand the concept of number.</li> <li>• Continued reinforcement of learning through daily lesson starters, mental maths activities and morning challenge work.</li> </ul>	<p>£</p>	<p>Miss Higgs</p>	<p>All children apart from xx, demonstrated being secure at being able to read, write, compare and order numbers up to 1000.</p> <p>Spent longer on this objective as broke it up into two objectives which meant less time was needed on ordering and comparing four digit numbers objective.</p> <p>Xx need to be reminded to read numbers aloud when ordering as sometimes made tiny errors. DP just needs to be encouraged to sound out the word. MT still slightly confuses herself with 'ty' when writing.</p> <p>Originally xx was in group with xx, but was slowing her progress.</p>
<p><b>Year 4:</b> Addressing key number concepts from Y3 POS xx = 3 x 20 min sessions. xx had 2 x 20 minute sessions.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Find the place value of a given digit</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing gaps will allow children to more confidently and successfully access the Year 4 curriculum.</li> <li>• Successful outcome will provide children with the ability to complete and succeed in other maths objectives.</li> </ul>	<p>£</p>	<p>Miss Higgs</p>	<p>Nearly all children were able to find the place value of a given digit up to 1000. xx were very confident. All children apart from xx successfully and independently completed a place value assessment in books.</p> <p>xx required slight prompting to check answers, which they were then able to correct independently. They also needed reminding what the question was asking them to do. Xx didn't complete assessment as was still struggling to grasp this concept, although when working</p>

		<ul style="list-style-type: none"> <li>Continued reinforcement of learning through daily lesson starters, mental maths activities and morning challenge work.</li> </ul>			with practical objects made progress and demonstrated a better understanding.
<p><b>Year 4:</b> Addressing key number concepts from Y3 POS xx = 2 x 30 min sessions. xx = 4 x 30 min sessions. xx = 3 x 30 min sessions. xx = 5 x 20-30 min sessions.</p> <p>xx – Absent during the week when this objective was taught.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Find 10, 100 and 1000 more or less than a given number</li> </ul>	<ul style="list-style-type: none"> <li>Addressing gaps will allow children to more confidently and successfully access the Year 4 curriculum.</li> <li>Continued reinforcement of learning through daily lesson starters, mental maths activities and morning challenge work.</li> </ul>	£	Miss Higgs	Xx able to find 10, 100 and 1000 when the digits are between 1 and 8; however struggling to grasp the concept when it involves moving between columns. When using practical resources children are able to do it but struggling as soon as it is not practical. An objective to be revisited with this group if more time following Y4 bubble closure. Rest of the children were secure but a few needed extra interventions as some confident and secure one day i.e. xx but when revisited the following day, needed to cover the process again until they felt confident. Would be useful to include this in the morning challenge to reconsolidate it.
<p><b>Year 4:</b> Addressing key number concepts from Y3 POS</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally</li> </ul>	<ul style="list-style-type: none"> <li>Addressing gaps will allow children to more confidently and successfully access the Year 4 curriculum.</li> </ul>	£	Miss Higgs	Didn't address this objective as was planned for Thursday and Friday (Year 4 bubble closure). Was going to focus on adding and subtracting numbers mentally through rounding, number bonds, partitioning and counting up from the smaller number when subtracting.

		<ul style="list-style-type: none"> <li>• Allow for fast recall of number bonds to 10 and 20, breaking down difficulties children may have in accessing other maths objectives.</li> <li>• Continued reinforcement of learning through daily lesson starters, mental maths activities and morning challenge work.</li> </ul>			
<p><b>Year 4:</b> Addressing key number concepts from Y3 POS xx= 1 x 20-30 min session.</p> <p>Xx was absent.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Use the formal written method to add numbers with up to three digits</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing gaps will allow children to more confidently and successfully access the Year 4 curriculum.</li> <li>• Children will be able to access and complete more difficult calculations in line with the Year 4 maths curriculum.</li> <li>• Continued reinforcement of learning through daily lesson starters, mental maths activities and</li> </ul>	£	Miss Higgs	<p>All children were secure. Just needed a reminder to slow down when adding, remembering to add the last carry one and when writing a calculation that isn't laid out to ensure that there is always a number in the ones column.</p>

		morning challenge work.			
<p><b>Year 4:</b> Addressing key number concepts from Y3 POS xx = 1 x 20-30 min sessions.</p> <p>xx = 2 x 20-30 min sessions.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Use the formal written method to subtract with up to three digits</li> </ul>	<ul style="list-style-type: none"> <li>Addressing gaps will allow children to more confidently and successfully access the Year 4 curriculum.</li> <li>Children will be able to access and complete more difficult calculations in line with the Year 4 maths curriculum.</li> <li>Continued reinforcement of learning through daily lesson starters, mental maths activities and morning challenge work.</li> </ul>	£	Miss Higgs	<p>Focus on layout and the importance of putting one number per square. xx– Secure. xx slow but accurate. xx– mostly secure but still making tiny mistakes especially when having to carry between multiple zeros i.e. 3007. xx – Not secure, probably need two more lessons. Encouraging children to use inverse to check answers when they are unsure if they are correct.</p>
<p><b>Year 4:</b> Addressing key number concepts from Y3 POS</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Order and compare four digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>Addressing gaps will allow children to more confidently and successfully access the Year 4 curriculum.</li> </ul>	£	Miss Higgs	<p>Common mistake throughout: Many children were confused when reading four digit numbers if it contained zeros i.e. 3005 or 3040. This may need to be recovered with</p>

<p>xx 2 x 20 and 30 mins sessions.</p> <p>xx– 1 x 20 mins session.</p>		<ul style="list-style-type: none"> <li>• Allow children to deepen understand the concept of number.</li> <li>• Continued reinforcement of learning through daily lesson starters, mental maths activities and morning challenge work.</li> </ul>			<p>year group to ensure all children are secure.</p> <p>Xx only needed one session as were very confident from working on the same concept but with numbers up to 1000.</p>
<p><b>Year 4:</b> Addressing key number concepts from Y3 POS xx– 1 x 30 mins session.</p> <p>xx – 2 x 20 mins session. xx– Absent during the week when this objective was taught.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Count backwards through zero to include negative numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing gaps will allow children to more confidently and successfully access the Year 4 curriculum.</li> <li>• Continued reinforcement of learning through daily lesson starters, mental maths activities and morning challenge work.</li> </ul>	£	Miss Higgs	<p>All children were able to count backwards and the main issue was forgetting to write the negative symbol.</p> <p>xx was absent when concept was originally covered so had a session alone to introduce the new concept. Children understanding counting back but when doing it as part of a pattern, children lacked confidence and got confused at finding the pattern (may want to do some finding patterns and completing patterns as part of morning work).</p>
<p><b>Year 3:</b> Addressing individual gaps in Phase 5 Phonics. Gaps have been identified by a preassessment.</p>	<p>Group 1: xx Focus: Phase 5/9 and up</p> <p>Group 2: xx Focus: Phase 5/11 and up</p>	<p>These children will no longer require phonics interventions.</p> <p>They will move off phonically matched books and onto the Turquoise book band.</p>	£	<p>Mr. Clark Miss Higgs covering in class.</p>	<p><b>Work halted as bubble closed</b></p>

	<p>Group 3: xx</p> <p>Focus: Phase 5/9 and up</p> <p>Frequency: 2 x weekly</p> <p>Duration: 30mins</p>	<p>This will also have a positive impact on the children's spelling.</p>			
<p><b>Year 3:</b></p> <p>Addressing individual gaps in Phase 2/3 Phonics. Gaps have been identified by a preassessment.</p>	<p>Group 1: xx</p> <p>Focus: Phase 2 and up</p> <p>Group 2: xx</p> <p>Focus: Phase 3 and up</p> <p>Group 3: xx</p> <p>Focus: Phase 3 and up</p> <p>Frequency: 2 x weekly</p> <p>Duration: 30mins</p>	<p>These children will move onto Phase 4 phonics.</p> <p>This will also have a positive impact on the children's spelling.</p>	£	<p>Mrs. Greenmon</p> <p>Miss Higgs covering in class.</p>	<p><b>Work halted as bubble closed</b></p>
<p><b>Year 5:</b></p> <p>Addressing gaps key number concepts from Y5 POS being taught this week – giving children practise before teaching or addressing misconceptions that arose during teaching.</p>	<p>Equivalent fractions and converting to mixed numbers xx</p> <p>Frequency: 20 minutes per 2 children (apart from MM who had an individual session focusing on understanding equivalent fractions with visual representations)</p>	<p>Children will be more confident finding equivalent fractions when working in whole class teaching.</p> <p>Children will be more confident converting improper fractions to mixed numbers when this is taught due to being exposed to the concept. Hopefully this will lead to increased engagement during the whole class input.</p>	£	<p>Miss Higgs</p>	<p>Children becoming more confident at finding equivalent fractions and knowing what they do to the numerator they must do to the denominator.</p> <p>xx had a poor recall of times tables so were using a multiplication grid when converting improper fractions to mixed numbers and finding equivalent fractions to help them become secure with the method rather than them struggling / becoming frustrated trying to do</p>

					the multiplication/division aspect of this work. Next teaching steps: start with mixed numbers to improper fractions to allow the children who have already been exposed to this concept to feel confident and engaged during the whole class input.
<p><b>Year 5:</b></p> <p>Re-consolidating writing instructional texts and understanding the features needed, including sentence structure.</p>	<p>Children are able to:</p> <ul style="list-style-type: none"> <li>Find and annotate features of instructional texts.</li> <li>Add the missing features of instructions, particularly focusing on fronted adverbials and precise vocabulary linked to instructions.</li> </ul> <p>xx Frequency 20 mins per 2 children</p>	<p>Children will be more confident and successful at writing their own instructions, as well as when completing the development task to edit their work alongside the success criteria.</p> <p>A better understanding of how to correctly use fronted adverbials, precise vocabulary and adverbs will improve their writing in the future.</p>	£	Miss Higgs	<p>An improvement in the quality of their instructions, from being able to work in a small group with an adult who can prompt them to improve their sentences by encouraging children to refer to the success criteria.</p> <p>Better understanding of how to successfully edit their work to improve their instructions, as they were supported when recognizing the features of an instructional text.</p>
<p><b>Year 5:</b></p> <p>Catch up on SPaG objectives for children who did not access home learning during Y5's self isolation period</p>	<p>Relative Pronouns and Relative Clauses</p> <p>Fronted Adverbials and Paired Adjectives</p> <p>xx Frequency: 2 x 40min sessions in groups of 2-3 Xx had individual session so 2 x 20minute sessions</p>	<p>Children will be able to:</p> <p>Identify relative clauses and the relative pronoun</p> <p>Include fronted adverbials in their work</p> <p>Include ambitious paired adjectives in their writing</p>	£	Miss Higgs	<p>Improved understanding of SPaG features which can be incorporated into their writing of different text types.</p> <p>Caught up with the rest of their class who accessed the learning when working from home.</p>

<p><b>Year 5:</b> Maths Test Preparation</p>	<p>In preparation for assessment week the following week, we worked through a practice Maths arithmetic and practice Maths reasoning paper to develop children's understanding of how to answer questions and support these two children reading the questions who both have dyslexia.</p> <p>Xx - 1 2 sessions x 50mins.</p>	<p>Children will be more prepared for the arithmetic and reasoning papers next week.</p>	<p>£</p>	<p>Miss Higgs</p>	<p>Children were struggling with questions being presented in different formats; Y5 teachers to decide if this is typical of these two children or a common occurrence within the year group. Suggestion that morning maths questions to appear differently than the typical format to expose children to unusual ways questions can appear. Furthermore, children struggled to use the inverse operation and were unsure on how to use estimation to check their answers. This is another area that could be developed to prevent children from making small mistakes as these strategies would allow them to independently check their answers.</p>
<p><b>Total spend:</b></p>			<p>£</p>		



## Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Staff are undertaking learning activities so they achieve accreditation in IT skills	Staff will be more confident in using technology to support remote learning.	Staff will be able to choose from a range of approaches when teaching remotely, so that learning outcomes improve.	£0	SH	
			£		
			£		
<b>Total spend:</b>			£		

## Summary strategic report: Summer 2021

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Final comments; strategic direction for 2021/ 2022

Final spend: £