



## The Bedifferent Federation

### Catch up premium strategy statement

2021 – 2022

#### Federation overview

School names	Singlegate Primary School	William Morris Primary School	Lonesome Primary School
Number of children	659	294	322
Catch up premium allocation	<b>£20,400</b>	<b>£10,000</b>	<b>£11,400</b>
Publish date	September 2021	September 2021	September 2021
Review date	September 2022	September 2022	September 2022
Pupil premium lead	Nathalie Bull	Nathalie Bull	Nathalie Bull
Governor lead	Katy Willison	Katy Willison	Katy Willison

#### Strategy aims

Priority 1	<b>To accelerate the progress of targeted children in making 4 steps of progress across the year in Mathematics to ensure a greater percentage of children achieve the age related expectation and the greater depth standard.</b>
Priority 2	<b>To review the Mathematics curriculum and objective progression to address the gaps in knowledge and understanding as a result of lost learning.</b>
Barriers to learning these priorities address	<p>Disruption to learning as a result of the periods of absence from school – learning losses in Mathematics are estimated to be of just over three months.</p> <p>The absence of children who have been affected by year group lockdowns during this period.</p> <p>Engagement in the remote learning package and ongoing use of the Google Classroom.</p> <p>Access to concrete resources to support acquisition of</p>

	key mathematical concepts.
Projected spending <b>Catch up premium and pupil premium spending</b>	Singlegate: £45,000 Lonesome: £25,200 William Morris: £27,000

### Outcomes to be achieved for each aim

Aim	Outcome	By when
<b>To accelerate the progress of targeted children in making 4 steps of progress across the year in Mathematics to ensure a greater percentage of children achieve the age related expectation and the greater depth standard.</b>	Assessment data will be used to identify groups of children that require additional support and intervention to achieve end of year targets.  The progress of children will be closely monitored.	Reviewed July 2022
<b>To review the Mathematics curriculum and objective progression to address the gaps in knowledge and understanding as a result of lost learning.</b>	Long term planning will be revised to include modification of when objectives will be covered.  Rapid Recovery programme will be used effectively to close the gap between groups of learners.	Reviewed July 2022
<b>To ensure the regular access of online Mathematics homework using the Google Classroom and 'Mathletics' to enable children and families to work in partnership</b>	Home Learning activities will be completed online to demonstrate an understanding and mastery of the missed summer term content.  Families will work in partnership with the schools in order to support the completion of weekly assignments.	Reviewed July 2022

### Teaching and whole school approaches

Activity – September 2021	
<b>To ensure that assessment for learning is used to identify any gaps in learning</b>	End of year teacher assessments completed in July 2021 will be used to group the children into streamed sets accordingly.  Assessment data will be used to support the identification of children to be included as part of a 3x weekly Rapid Recovery programme in the autumn term.  Individual Success and Challenge cards will be completed to support assessment and identify the year group objectives that children have mastered.  All children will continue to progress through the age-

	<p>appropriate curriculum content at a pace that allows for mastery.</p> <p>Class teachers will use the DfE guidance (Ready-to-progress documents) to support the planning for core concepts. Staff will develop an understanding of the most important knowledge within each year group and the important connections between mathematical topics.</p> <p>Assessment for learning opportunities will be embedded within the teaching of Mathematics each day.</p> <p>A gap analysis schedule will be used to identify the knowledge and skills gaps and plan to address through weekly catch up sessions.</p> <p>Mathematical language will be explored in each session to support children's ability to reason and explain.</p> <p>The Rapid Recovery sessions will support the children's ability to 'remember' knowledge and skills forgotten due to absence from school. The sessions will be used effectively to address concepts that require additional review, practice and consolidation.</p>
<p><b>To ensure that teaching explicitly models new mathematical content</b></p> <p><b>To ensure that a CPA approach continues to enable children to understand the mathematical concepts they are learning</b></p>	<p>Professional Development time used in September to review the expectations of teaching Mathematics across the key stages.</p> <p>A timetable of monitoring will outline how weekly planning for Mathematics will be monitored.</p> <p>Planning will use the PEER model to provide daily opportunities for the children to prove, explain, explore and reason/reapply.</p> <p>There will be daily opportunities for the children to develop problem solving skills-reasoning, using and applying, as well as embedding the use of mathematical vocabulary.</p> <p>Additional resources and mathematical models will be used effectively to provide a number of opportunities for mastery within each lesson.</p> <p>A Federated subscription to Classroom Secrets will be purchased to support the daily planning of the additional 30-minute Mathematics sessions.</p> <p>A Mathematics half-term plan will be devised to include a variety of instructional/ assessment approaches in rich, cross-curricular learning contexts and will focus on the development of conceptual and procedural understanding, skill development and problem solving.</p> <p>Assessment for learning opportunities will be embedded within teaching.</p> <p>Teaching staff will be effectively deployed in order to target support to the children working within the below sets.</p> <p>Support staff will be assigned to work with children from within the below set, in order to support mastery of the objectives covered.</p> <p>Lessons will be differentiated accordingly to support children's acceleration through Mathematics curriculum</p>

	<p>and closing the gap between groups of children.</p> <p>There will be an additional 30-minute Mathematics lesson delivered in Years 2-6 to target the missed summer content from the previous year group.</p> <p>The Google Classroom and Mathletics will be used as the homework platform for weekly assignments.</p>
<p><b>To monitor and evaluate the impact of the Rapid Recovery programme on children’s progress in Mathematics (Years 2-6) phonics (Year 1) and gross motor skills (EYFS)</b></p>	<p>Children’s end of year assessment data was forecast in the summer term 2021 based on feedback from remote learning and prior attainment.</p> <p>Projected targets have been set and shared with members of staff.</p> <p>Teachers are provided with assessment grids that identify the previous year group summer term objectives. Weekly highlighting will be completed as part of the Rapid Recovery session to note and monitor the progress that children make. Regular assessment opportunities will be used to inform the planned learning and teaching sessions.</p> <p>Progress data across the schools will be monitored to ensure that there is a good percentage of children making at least 1 step of progress by the end of the autumn term.</p> <p>The streamed groups of children will be reviewed at the end of the autumn term using teacher assessments to identify further actions required.</p>
<p><b>To ensure the regular access of online Mathematics homework using the Google Classroom and ‘Mathletics’ to enable children and families to work in partnership</b></p>	<p>Additional timetabling of daily 30-minute Mathematics sessions in Years 2-6.</p> <p>Teaching and learning to focus on delivery of summer term content that was missed from the previous year group.</p> <p>DfE ‘Ready-to-progress’ guidance will be used to inform planning of lessons that are appropriately pitched for the children.</p> <p>Rapid Recovery sessions will provide opportunities for mastery and depth for identified groups of children.</p> <p>Home Learning activities will be assigned on the Google Classroom for children working within Age Related Expectations and at the Greater Depth standard on a Tuesday and Wednesday.</p> <p>Home Learning will provide assignments for the children to evidence their understanding of new concepts explored within the 30-minute Mathematics lesson.</p> <p>Assignments will include opportunities for the children to explain, reason and problem solve.</p> <p>Information will be communicated home to families in September outlining expectations of the child.</p> <p>A targeted Mathletics assignment will be released on a Thursday for the children to complete.</p> <p>Assignments will be marked by staff on a Thursday and feedback provided in the Google Classroom to motivate children and celebrate individual effort and achievement.</p> <p>Assessment grids will be highlighted on a weekly basis to demonstrate achievement against the planned</p>

	<p>objectives.</p> <p>Mathletics certificates will be printed on a Monday and circulated to classteachers and phase leaders for distribution.</p>
Barriers to learning these priorities address	<p>Five positive cases identified within a group of children will result in an outbreak. Advice sought from Public Health England could result in subsequent closures that impact on individuals or groups of children.</p> <p>Cover requirements as a result of staff absence – members of the team that have not been vaccinated.</p> <p>Attendance of children in the planned three sessions each week of Rapid Recovery. This could result in continued gaps in knowledge and understanding between individuals/groups of learners.</p> <p>Assessment that identifies when all children have gained the intended understanding in knowledge, concepts and procedures before they move on to new or more complex content.</p>
Projected spending	Singlegate, Lonesome and William Morris: £1800

### Targeted academic support

	Activity
<p><b>To ensure that all teachers of Mathematics, including cover staff, have sufficient mathematical and teaching content knowledge to deliver topics effectively</b></p>	<p>INSET provision for all teaching staff within the Federation in September 2021.</p> <p>Mathematics in Action training for teaching staff within the Federation was provided in the summer term.</p> <p>The training video that outlined the expectations of planning and teaching for Mathematics is available online. An opportunity for sharing good practice of skilled practitioners and discussion within small team was used to support staff confidence. Materials uploaded for reference in the shared Google Classroom.</p> <p>Workscans will be completed each half term focused on the practical activities provided to support reasoning/problem solving.</p> <p>Year groups will complete a moderation activity focused on the children’s knowledge, understanding and skills. Children will be able to make useful connections within mathematics in order to use and apply knowledge across the curriculum.</p> <p>A monitoring and evaluation schedule will be planned to target support for members of staff.</p> <p>Monitoring tools such as the planning feedback proforma and drop in forms will be revised to support earlier identification of children that are struggling with the content of lessons or concerns observed linked to children’s emotional health and well-being.</p> <p>Newly Qualified, trainee teachers and those identified for support and challenge will work alongside a leader to plan and deliver Mathematics lessons.</p>

	<p>Weekly planning feedback will be provided.          Training opportunities will be identified.          Sharing Good Practice will be planned for staff across the Federation.          Professional Development sessions within the local authority have been identified to support the confidence of members of the staff team in assessing learning and supporting small groups of children in the classroom.          Identified teaching assistants have been booked into the autumn term local offer.</p>
Barriers to learning these priorities address	<p>Addressing confidence in teaching and learning of Mathematics.          Mathematics will not be seen in isolation instead with transferable knowledge and skills applicable across the curriculum          Staff will have sufficient mathematical subject knowledge          Confidence of new or inexperienced staff will be addressed through support/mentoring package          Regular opportunities to revisit, review and consolidate previously learned knowledge, concepts and procedures to ensure that mathematical knowledge becomes embedded</p>
Projected spending for mathematical resources only	<p>Singlegate: £1,000          Lonesome: £1,000          William Morris: £1,000</p>

### Wider strategies

	Activity
Priority 1	To continue to monitor the attendance of children who have returned to school with 'learning gaps' and those at SEND support.
Priority 2	
Barriers to learning these priorities address	The closure of year group bubbles, due to a positive coronavirus case.
Projected spending	-

### Monitoring and Implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	<p>Disruption caused as a result of year group closures and periods of absence for those having to self-isolate.</p> <p>Access to online content</p>	<p>Content will be available to all through use of the Google Classroom.</p> <p>Support staff will be deployed to connect with children working from home on a daily basis. There will be daily reading sessions provided</p>

	<p>Access to shared resources due to risk assessment measures.</p> <p>Children's understanding of new mathematical concepts, whilst working from home.</p> <p>Children's completion of the daily learning provided.</p>	<p>on a one-to-one basis, as well as support for online learning.</p> <p>Use of loaned laptop schemes to ensure that all children have the necessary equipment and access to online material.</p> <p>Purchase of additional concrete resources to be used within year groups. Clear expectations within risk assessment for cleaning and sanitising.</p> <p>Daily registration meetings with the classteacher.</p> <p>Dialogue and feedback to each child provided online. Planning to be adjusted accordingly. Restructure of the Mathematics lessons on children's return to school to allow for revisiting, review and consolidation.</p> <p>Monitoring of the use of the Google Classroom. Phone calls home to parents to ascertain the challenges faced and the support mechanisms provided to ensure the child is able to complete learning.</p> <p>Regular contact with vulnerable individuals or groups of children.</p>
<p><b>Targeted support</b></p>	<p>Restrictions imposed that limits interaction and contact for all staff.</p> <p>Access to professional development meetings. Opportunity for sharing of good practice amongst staff.</p> <p>Confidence and knowledge when using the Google Classroom.</p>	<p>Phase communication groups established to ensure access for all.</p> <p>Meetings will be virtual with supporting resources shared electronically. Lessons will be recorded for training purposes. Expectation for new/inexperienced staff to observe and feedback to at least 4 tutorials.</p> <p>Support resources and training sessions for staff. Tutorials provided as a guide of 'how to' for various functions'. Phase meetings used to communicate challenges</p>

	<p>Teaching staff required to deliver face to face teaching on site for vulnerable and critical workers children.</p> <p>Confidence in teaching Mathematics – subject knowledge of staff</p>	<p>and success.</p> <p>Timetable devised to allow for one week being included as part on onsite teaching and one week working from home.</p> <p>Weekly planning and individual tutorials are monitored and feedback provided for staff.</p>
--	--	---

**Reviewed: aims and outcomes from 2021-2022** *(to be completed at end of year)*

<b>Aim</b>	<b>Outcome</b>
To ensure that at least 75% of all children make 4+ progress jumps in Mathematics.	Unable to assess accurately due to spring lockdown and remote learning. This outcome will be further monitored at the end of the spring term 2022, when we have a set of robust termly data.
To ensure that our attendance percentage is at least 96% for the last few weeks of spring and the summer term.	WM- 93.9% SPS- 95.5% LPS- 93%