



## The Bedifferent Federation

### Catch up premium strategy statement

2020-2021

#### Federation overview

School names	Singlegate Primary School	William Morris Primary School	Lonesome Primary School
Number of children	671	325	385
Catch up premium allocation	<b>£48,960</b>	<b>£24,000</b>	<b>£27,360</b>
Publish date	September 2020	September 2020	September 2020
Review date	September 2021	September 2021	September 2021
Pupil premium lead	Nathalie Bull	Nathalie Bull	Nathalie Bull
Governor lead	Paisley Ashton	Paisley Ashton	Paisley Ashton

#### Strategy aims

Priority 1	<b>To assess, review and close the attainment gap of all children in making at least 4 steps of progress across the year in Mathematics to ensure a greater percentage achieve the age-related expectations.</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>Period of sustained absence from school – learning losses in Mathematics are estimated to be of just over three months.</p> <p>The absence of children who continue to shield during this period.</p> <p>Engagement in the remote learning package during the lockdown period and use of the Google Classroom.</p> <p>Access to concrete resources to support acquisition of key mathematical concepts.</p>

Projected spending	Singlegate: £25, 650 Lonesome: £17,900 William Morris: £17,380
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### Outcomes to be achieved for each aim

Aim	Outcome	By when
<b>To assess, review and close the attainment gap of all children in making at least 4 steps of progress across the year in Mathematics to ensure a greater percentage achieve the age-related expectations.</b>	<p>Assessment data will be used to identify groups of children that require additional support and intervention to achieve end of year targets.</p> <p>The progress of children will be closely monitored.</p>	Reviewed July 2021
<b>To review the Mathematics curriculum and objective progression to address the gaps in knowledge and understanding as a result of lost learning.</b>	<p>Long term planning will be revised to include modification of when objectives will be covered.</p> <p>Rapid Recovery programme will be used effectively to close the gap between groups of learners.</p>	Reviewed July 2021

### Teaching and whole school approaches

Activity – September 2020	
<b>To ensure that robust baseline assessments identify any gaps in learning</b>	<p>Children will complete a baseline assessment on return to school in September 2020. Raw scores 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.</p> <p>All children will continue to progress through the age-appropriate curriculum content.</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>Rapid Recovery (3 x weekly 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 Mathematics half-term 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>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 2-60 phonics (Year 1) and gross motor skills (EYFS)</b></p>	<p>Children's end of year assessment data was forecast in the summer term 2020 based on feedback from remote learning and prior attainment.</p> <p>Teacher assessments completed in December 2020 will note the progress that children have made against the planned autumn term objectives.</p> <p>Progress data across the schools was strong with a good percentage of children making at least 1 step of progress.</p> <p>The groups of children were reviewed at the end of the autumn term using teacher assessments. Additional and different children were identified for the targeted support, as appropriate.</p>

<p align="center"><b>Activity – March 2021</b></p>	
<p><b>To ensure that robust baseline assessments identify any gaps in learning.</b></p>	<p>A timetable of spring term baseline assessments will be planned within the first fortnight of returning back to school on 8<sup>th</sup> March 2021. The results of the papers will be used to identify a gap analysis and will inform planning in the summer term.</p> <p>Assessment data will be used to inform the streaming of children into mathematical sets and subsequent grouping for the Rapid Recovery programme.</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</p>

	<p>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 and closing the gap between groups of children.</p> <p>Children will be assessed against the spring term objectives again in May 2021 as a measure of progress. Success and Challenge cards will be used as an ongoing assessment tool to highlight achievement and progress over time.</p> <p>Daily plans will be restructured to allow for a 90 minutes Mathematics session. There will be a dedicated lesson for review and consolidation – objectives will be derived from the coverage in the autumn term so that knowledge and skills are not forgotten.</p>
<b>To plan for three weekly Rapid Recovery sessions that target the gaps/delay in children's mathematical knowledge and understanding</b>	<p>Spring term Rapid Recovery will be used as an opportunity for pre-teaching or time to consolidate learning from within the Mathematics lessons. The aim will be to accelerate the progress of the children within this group and to close the gap for those working within Age Related Expectations.</p>
Barriers to learning these priorities address	<p>Positive case identified within a year group resulting in subsequent closure.</p> <p>Cover requirements as a result of staff absence</p> <p>Attendance of weekly Rapid Recovery.</p> <p>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	<p>Singlegate: £12,825</p> <p>Lonesome: £8,950</p> <p>William Morris: £8,690</p>

### Targeted academic support

	<b>Activity</b>
<b>To ensure that all teachers of Mathematics, including cover staff, have sufficient mathematical and teaching content knowledge to deliver topics effectively</b>	<p>INSET provision for all teaching staff within the Federation in September 2020.</p> <p>Distribution of year group planning files to include:</p> <ul style="list-style-type: none"> <li>- Long term planning</li> <li>- Medium term planning</li> <li>- Examples of short term, weekly planning guides</li> <li>- Ready-to-Progress documents (DfE)</li> <li>- Long-term memory tools (Fluent in Five)</li> </ul> <p>Mathematics in Action training for teaching staff within</p>

	<p>the Federation.</p> <p>A training video that outlined the expectations of planning and teaching for Mathematics. An opportunity for sharing good practice of skilled practitioners and discussion within small team.</p> <p>Support Reasoning resources used within phase group meetings with exemplars of reasoning materials and strategies to embed within sessions.</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.</p> <p>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.</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.</p> <p>Training opportunities will be identified.</p> <p>Sharing Good Practice will be planned virtually using the online tutorials for year groups.</p>
Barriers to learning these priorities address	<p>Addressing confidence in teaching and learning of Mathematics</p> <p>Mathematics will not be seen in isolation instead with transferable knowledge and skills applicable across the curriculum</p> <p>Staff will have sufficient mathematical subject knowledge</p> <p>Confidence of new or inexperienced staff will be addressed through support/mentoring package</p> <p>Regular opportunities to revisit, review and consolidate previously learned knowledge, concepts and procedures to ensure that mathematical knowledge becomes embedded</p>
Projected spending	As above spending for March 2021

### Wider strategies

	<b>Activity</b>
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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>	Disruption caused as a result of year group closures and periods of absence for those having to self-isolate.	Content will be available to all through use of the Google Classroom.
	Access to online content	Use of loaned laptop schemes to ensure that all children have the necessary equipment and access to online material.
	Access to shared resources due to risk assessment measures.	Purchase of additional concrete resources to be used within year groups. Clear expectations within risk assessment for cleaning and sanitising.
	Children's understanding of new mathematical concepts, whilst working from home.	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.
	Children's completion of the daily learning provided.	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.
<b>Targeted support</b>	Restrictions imposed that limits interaction and contact for all staff.	Phase communication groups established to ensure access for all.
	Access to professional development meetings. Opportunity for sharing of good	Meetings will be virtual with supporting resources shared electronically. Lessons will be recorded for

	<p>practice amongst staff.</p> <p>Confidence and knowledge when using the Google Classroom.</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>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 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>
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**Reviewed: aims and outcomes** *(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.	
To ensure that our attendance percentage is at least 96% for the last few weeks of spring and the summer term.	