



## Universal Catch Up Premium

School will use this funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £41,760	<b>Date Updated:</b> 13.10.20/22.2.21/14.6.21		
<b>Key indicator 1:</b> To develop <b>Remote Education</b> , to support all pupils isolating due to Covid-19				<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>	<b>Funding allocated:</b>	<b>Impact</b>	<b>Next Steps</b>
Ensure all pupils have access to an innovative curriculum and are given opportunities to develop and learn, whilst learning at home and in school.	Allocate ICT equipment for those pupils that do not have access to ICT at home	None-separate government support	Pupils and families engaging fully with remote learning package – parental feedback questionnaire	Monitor ICT use and respond accordingly
Ensure that the statutory requirements, related to SALT, of EHCP are met for all pupils.	Purchase x2 laptops for SALT, in order to support the delivery of individual	£1240 – see purchase order for breakdown	SALT able to deliver remote SALT support for pupils – SALT evaluation	

Ensure all parents are able to communicate effectively and confidently, whilst learning at home and in school.	Purchase Class Dojo		Parents able to communicate easily and access learning materials if isolating at home.	
<b>Key indicator 2: To support the development of Writing, as a whole school, in response to data analysis</b>				<b>Percentage of total allocation:</b>
				<b>21%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Funding allocated:</b>	<b>Impact</b>	<b>Next Steps</b>
To support the catch up of core skills linked to Early Writing and ensure attainment and progress in early Writing will be in line with overall English attainment.	Develop equipment, linked to supporting the development of physical gross motor and fine motor skills in EYFS- KS2	£1000	Data pack- 2020-21 will show that Writing is in line with other areas of English	English team monitor the implementation of the resources through subject review process.
	Specific parent training and resource packs to support Writing	£500	Parents supported to engage with Writing at home - parental feedback questionnaire	Parental feedback actioned.
	Whole school staff training	£250	Staff have solid understanding of outstanding practise, in order to fully support the development of Writing – teaching and learning observation.	English team monitor the implementation of outstanding practise linked to training.

	<p>Writing for Real training, delivered by SS.</p> <p>Termly year group support, in order to plan and deliver highly engaging, interactive 'book explosion' learning, focusing on the principles of Writing for Real.</p>	£5500	<p>Staff have a solid understanding and clear model for creating Writing for Real opportunities in all learning.</p> <p>Children will be fully engaged in immersive writing, which links to all individual writing targets.</p>	Plan 2021-22 implementation of support programme
	Develop Outdoor Writing packs KS1/ KS2	£1000	Pupils engaging with a wide range of teaching and learning activities linked to developing writing - teaching and learning observation.	English team monitor the implementation of the resources through subject review process.
Attainment and progress in Writing for identified pupils will be in line with overall English attainment	Specific children identified through Loss of Learning data and individual support provided.	£200	Pupil given opportunity to develop Writing learning to make progress.	<p>The English teams have met with individual children's class team.</p> <p>Specific intervention will be implemented following review of needs.</p>
For Boys to fully engage in Writing and make progress in line with other cohorts.	Purchase further ICT equipment for Boys, to support engagement in Writing		Data pack- 2020-21 will show that Boy's Writing is in line with overall Writing outcomes.	

Pupils in EYFS make good progress in physical development, having direct impact on Literacy outcomes in EYFS and KS1.	Further develop EYFS Outdoor Learning provision, to support the development of fine and gross motor skills	£500	EYFS data pack - 2020-21 will show that pupils have made good progress in Physical Development and Literacy	English team monitor the implementation of the resources through subject review process.
<b>Key indicator 3:</b> To support the development of <b>Reading and Extending Vocabulary</b> , as a whole school, in response to data analysis				<b>Percentage of total allocation:</b>
				<b>32%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Funding allocated:</b>	<b>Impact</b>	<b>Next Steps</b>
To support the catch up of core skills linked to Reading for all pupils.	SMSA training to deliver 1:1 Reading	£500	SMSA staff fully equipped to deliver quality 1:1 reading – staff feedback and reading review	Offer training to new SMSA
For pupils receiving FSM, to fully engage in Reading and make progress in line with other cohorts.	Specific pupils identified for additional Reading in school	£3000	Pupils from disadvantaged backgrounds reading regularly in school - English review	Review 2020-21 data to identify pupils for Autumn term intervention and support
For those pupils identified through Loss of Learning assessment to make progress in line with all children.	Parent training and resource packs to support Reading at home	£2000	Identified pupils making good to outstanding progress in Reading - English review	Parental feedback
			Parents supported to engage with Reading at home - parental feedback questionnaire	

	Whole school staff training – Espresso Phonics	£500	Staff have solid understanding of outstanding practise, in order to fully support the development of Phonics and Reading - English review	
	Rising stars online reading support resources	£1000	Pupils engaging with reading at home, whilst paper copies of books are unable to be taken home, due to Covid - parental feedback questionnaire and English review	Parental feedback
Reignite a love of Reading for all children at Ladywood, allowing children those reading opportunities that have been missed, whilst not in school.  Children are engaged in reading a wide range of books to support their likes and interests and to support learning.	Develop the reading books available for our children - children choose books that they would like to read for both libraries at main site and at Little Ladywood, in liaison with the Bolton Library Service and Madeline Lindley.  Develop the library provision in EYFS.	£6500	Children are ready to read and fully engaged in the reading curriculum at Ladywood.  EYFS/ KS1/ KS2 data pack - 2020-21 and 2021-22 will show that pupils have made good progress in Reading.	English team monitor the implementation of the resources through subject review process.
<b>Key indicator 4:</b> To support the development of <b>Communication</b> and <b>Memory Recall</b> , as a whole school, in response to data analysis				<b>Percentage of total allocation:</b>
				<b>5%</b>

Intent	Implementation	Funding allocated:	Impact	Next Steps
To support the development of core skills linked to increase the ability of pupils to store knowledge, in order to learn and make progress in learning.	Whole school training- Supporting Pupils with Memory Recall	£350	Staff have a solid understaffing of the processes involved in memory and how best to support children to remember information –	Communication team monitor the implementation of the strategies
	Purchase range of class resources linked to developing working memory- Kim's Game/ Barrier Games etc	£250	Range of suitable resources to use during Golden Time - Communication subject review	Communication team monitor the implementation of the resources
To ensure that all pupils are fully supported to develop their communication skills with consistent strategy and intervention, across Ladywood.	Training and implementation of Communication Friendly School strategies, delivered through Spring 2021-Spring 2022.	£1250	All children developing communication to ensure they are engaged with learning to the best of their ability.	CFS Audit
	Outdoor communication boards	£250	Children communicating more effectively outdoors.	Outdoor signs have been reviewed and purchased- x2 Little Ladywood/ x3 KS1/ KS2 main site.

<b>Key indicator 5:</b> To support the development of <b>Early Maths</b> , as a whole school, in response to data analysis				<b>Percentage of total allocation:</b>
				<b>7%</b>
To support the catch up of core skills linked to Early Maths and to ensure that attainment and progress in early Mathematics for identified pupils will be in line with overall Maths attainment.	Resource packs to support early Maths	£1500	Parents supported to engage with Maths at home - parental feedback questionnaire	
	Specific parent training and resource packs to support Maths	£500	Parents supported to engage with Maths at home - parental feedback questionnaire	
	Whole school staff training	NA (in house)	Staff have solid understanding of outstanding practise, in order to fully support the development of Maths – Maths review	
	Develop Outdoor Maths packs	£1000	Pupils engaging with a wide range of teaching and learning activities linked to developing Maths - Maths review/ teaching and learning observations	

<p><b>Key indicator 6:</b> To support the development of <b>Engagement in Learning</b> and <b>Mental Health and Well Being</b>, as a whole school, in response to children transitioning back to the school environment.</p>				<p><b>Percentage of total allocation:</b></p>
				<p><b>20%</b></p>
<p>All children engaged in learning and fully supported to provide a smooth transition back to school.</p>	<p>Specific children identified to engage with individual intervention delivered by SEMH lead in school.</p> <p>Specific children identified to have additional support in class to ensure they are ready to learn.</p>	<p>£3000</p>	<p>Children are showing they are ready to learn and engaged in learning.</p> <p>Data pack 20-21/ 21-22 shows that progress has been made in learning, due to raised levels of engagement in class.</p>	<p>Case studies</p>
<p>Children provided with enriched sensory integration activities, to support engagement.</p>	<p>Whole staff training and resources – Richard Hurstwood</p> <p>Children identified through the Sensory Pathway team are supported in class with individual sensory plan.</p>	<p>£3500</p>	<p>Sensory integration principles are well embedded in classroom practise for those children that need it.</p> <p>Children are provided appropriate learning, linked to their individual needs and are showing they are ready to learn and engaged in learning.</p> <p>Data pack 20-21/ 21-22 shows that progress has</p>	

			been made in learning, due to raised levels of engagement in class.	
Children engaging positively in school.	Children identified to engage with Therapeutic Art Intervention. Children are given the opportunity to share thoughts and feelings in a safe and supportive environment.	£2000	Children are communicating with peers and staff positively and are more engaged in school life.	PSHEC team to review the implementation of support.

Signed off by	
Head Teacher:	S. Tailor
Date:	13.10.20/ 22.2.21/14.6.21
Subject Leader:	L. Brierley
Date:	13.10.20/ 22.2.21/ 14.6.21