CATCH-UP PREMIUM FUNDING 2020-21

SUMMARY INFORMATION

Total number of pupils:	210	Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget:	£16,800
				Total spent:	£16,859.10

STRATEGY STATEMENT

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To invest in technology which can support the ICT based programs school has already subscribed to which will enable frequent interventions to take place.

BARRIERS TO FUTURE ATTAINMENT

READING & PHONICS	Where children did not participate in daily learning tasks during periods of lockdown, reading fluency and understanding has weakened. There is a wider gap in pupils' attainment; therefore, reading needs to be more accessible to families and more time should be spent reading with those who are not meeting the required expectations.
WRITING	Children have lost essential skills to be able to write coherently. Pupils lack stamina and motivation to write. Teachers need to spend time sequencing learning to address missed objectives and build up stamina in writing now.
MATHS	Due to COVID 19, gaps have appeared in learning due to missed content. As a result, basic skills have suffered (number bonds & times table facts) and some calculation strategies have required re-teaching.

ADDITIONAL BARRIERS

BEHAVIOUR & WELL-BEING	Adaptations to the behaviour policy have meant that we now need to use a contact free system and manage new ways to communicate positives and negatives with parents so that we can work together collaboratively. Pupils have not been able to participate in their usual PE and wellbeing activities - this is something we aim to develop.
ICT	Access to technology has restricted use of online subscriptions which have been subscribed to in order to enhance learning. With more technology readily available in school, more pupils can address gaps in learning quickly.

CATCH-UP PREMIUM FUNDING 2020-21

TEACHING:

Action	Cost	Intention	What's the evidence and rationale for this choice?	Success Criteria	Impact	Staff lead	Review
PHONICS: Develop staff to ensure consistency across the teaching of phonics in KS1.	£600	• The teaching of phonics is good or better. • Teachers and teaching assistants are consistent to their approach to phonics.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=phonics	• All KS1 teachers will teach phonics using word analysis & mapping and sorting. • **75%** of Y1 pupils will pass their phonics screening • For Y2 pupils who failed screening check in Y2 to be able to score 10 more marks by the end of Summer.	**86%** (19/22) of **Y1** pupils passed their phonics screening check. This is above National Average in 2018 (82%). **72%** (21/29) of **Y2** pupils passed their phonics screening check by the end of autumn. This increased to 79% (23/29) by the end of Y2. **50%** (3/6) of the pupils who did not pass at the end of **Y2** made over 10 points progress. 1 pupil who did not make 10 points progress was 1 mark away from passing.	KE	Half termly
READING KS2: To develop fluency and comprehension in reading through an explicit reading lesson and use of Reading Plus.	£4500	• To provide a platform which allows pupils to read daily and engage with a wide range of books. • To raise the profile of reading. • To close the gap in reading for the lowest 20% and vulnerable pupils.	Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on a word recognition and can be redirected towards comprehending the text. https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/#recommendation-1	• **Y3-6** to use Reading Plus daily at home / in school. • For each pupil to increase the reading level by a minimum of 1 level.	**80%** or more pupils moved up at least 1 reading level or more on Reading Plus.	EC	Half termly

CATCH-UP PREMIUM FUNDING 2020-21

Action	Cost	Intention	What's the evidence and rationale for this choice?	Success Criteria	Impact	Staff lead	Review
To invest in a whole school approach to **SPELLING** with the use of Spelling Shed and Headstart.	£198 per annum +£240	• To provide a platform for pupils to practice spellings in a paper free form. • To engage pupils in spelling practice through games and challenges.	Promote fluent written transcriptions skills by encouraged extensive and effective practice and explicitly teaching spelling. https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/	At least **70%** of pupils to score a scaled score of 100 or more in the Headstart End of Year Spelling Test.	End of Year spelling data (for pupils who were not ill or isolating) shows Y2, 3, 5 & 6 spelling data shows **84%** or more pupils are meeting ARE in spellings. In Y4 it is slightly lower at **75%**.	JPS	Half termly
WRITING: Develop the sequence of writing so that staff can embed quality first teaching for all pupils.	£1000	• To support quality first teaching of writing and pupil engagement through the purchase of high quality class texts • To ensure there is a coherent sequence to writing which will promote pupil progress. • To raise the attainment in writing.	Pupil writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/	At least **70%** of pupils to be assessed as having made good progress against the key objectives for writing in their year group's programme of study.	Unable to complete teacher assessment at the end of summer term 2020-21 as assessment was disrupted at due to extremely high numbers of staff and whole classes isolating.	JPS	Half termly

CATCH-UP PREMIUM FUNDING 2020-21

Action	Cost	Intention	What's the evidence and rationale for this choice?	Success Criteria	Impact	Staff lead	Review
MATHS: To address missed learning with the use of White Rose Maths.	£99 – White Rose Maths £240 Times Table Rock Stars £50 webinar	• To close gaps in learning so that pupils can reach age-related expectations by the end of the year. • To aid teachers with sequencing that recaps previous learning.	Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. It is important to assess what children do, and do not, known in order to extend learning for all children. https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf To learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction, addition needs to be learnt before looking at multiplication (as a model of repeated addition). https://whiterosemaths.com/latest-news/wrm-curriculum-the-new-ofsted-framework-your-questions-answered/	• **75%** children to achieve ARE by the end of this academic year. • All children to have been exposed to whole current year group's programme of study.	• **75%** or more of pupils in **Y1, 2, 3 & 6** met ARE in maths by the end of the year.	KE	Half termly

CATCH-UP PREMIUM FUNDING 2020-21

TARGETED SUPPORT:

Action	Cost	Intention	What's the evidence and rationale for this choice?	Success Criteria	Impact	Staff lead	Review
PHONICS: To address gaps in phonological awareness for pupils with the use of Nessy & 1:1 reading for pupils who are below ARE.	£300	Half termly progress. To be in line with the national expectations for the Y1 phonics screening. To provide catch-up interventions for Y2 pupils who have not passed their screening check.	https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for condiment and competent reading, but neither is sufficient on its own. Reading comprehension can be improves by teaching pupils specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties.	• All **KS1** teachers will teach phonics using mapping and sorting & word analysis approach. • **75%** of **Y1** pupils will pass their phonics screening • For **Y2** pupils who failed screening check in **Y2** to be able to score 10 more marks by the end of Summer.	**86%** (19/22) of **Y1** pupils passed their phonics screening check. This is above National Average in 2018 (82%). **72%** (21/29) of **Y2** pupils passed their phonics screening check by the end of autumn. This increased to 79% (23/29) by the end of Y2. **50%** (3/6) of the pupils who did not pass at the end of **Y2** made over 10 points progress. 1 pupil who did not make 10 points progress was 1 mark away from passing.	EC	Half termly
MATHS: Tutoring to take place for key priority pupils.	£1000	To close the gaps for low attaining pupils in basic number knowledge and calculations.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	• Children to cover and be secure in the equivalent to 1 learning step per session (10 in total) after their block of 10 sessions.	On average the **Y6** children **gained 23%** new maths knowledge and **60%** of their maths knowledge **was reinforced** and children became more confident. On average the **Y5** children gained **40%** new maths knowledge from the sessions and reinforced **40%** of their current maths knowledge. In **Y6**, **3/5** (60%) children who received tutoring achieved ARE on the end of year tests.	KE	Half termly

CATCH-UP PREMIUM FUNDING 2020-21

Action	Cost	Intention	What's the evidence and rationale for this choice?	Success Criteria	Impact	Staff lead	Review
					In **Y5**, **0/5** Achieved ARE by the end of Y5; however, on average the children gained **40%** new maths knowledge from the sessions and reinforced **40%** of their current maths knowledge.		

WIDER STRATEGIES:

Action	Cost	Intention	What's the evidence and rationale for this choice?	Success Criteria	Impact	Staff lead	Review
Invest in ICT equipment (laptops/tablets) to support individuals in class.	Oxford University Press - £2235.10 OEB - £500 £5766 £731	Pupils who require further support have access to tablets so that targeted intervention can take place and meaningful learning. Enhance use of current subscriptions. Raise the attainment for basic skills in reading and mathematics.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload. https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf	• A class set of laptops to be ordered • Laptops to be used in at least one other lesson each week (as well as computing). • Reading Plus to be accessed daily	**Y3-6** were accessing **Reading Plus** – there was an average increase of time spent online by at least 20 minutes per class compared to the autumn term. **Y2-Y6** accessed **Spelling Shed**. With the exception of one year group (who were just below national average), the number of pupils working at ARE in spelling at the end of the year was above national average in each class. **Spelling: Y2: 84%, Y3: 96%, Y4: 75%, Y5: 88%, Y6: 84%** **Y2-Y6** were accessing TTRS In Autumn the average recall across all tables up to 12 x12 per question was: Y2: 8s, Y3: 8.8s, Y4: 8.3s Y5: 6.2 s In summer, the average recall across all tables up to 12 x12 per question was: Y5: 5s (-1.2s)	EC	Half termly

Action	Cost	Intention	What's the evidence and rationale for this choice?	Success Criteria	Impact	Staff lead	Review
					Y4:5.4s (-2.9s) Y3: 6.5s (-2.3s) Y2:6.1s (-1.9s) Extra equipment has enabled classes to use Microsoft Teams once a week for lessons in order to maintain pupils' confidence with this resource. Laptops were loaned to pupils who required them for remote learning.		
To improve communica-tion with parents through the use of Marvellous Me!	£399 (200 pupils)	Share positive news with parents and about the learning for their child. Build a positive teacher-to-parent partnership. Continue to involve parents in school during this time.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways, for example, by: • providing regular feedback on children's progress, • offering advice on improving the home learning environment, and • running more intensive programmes for children struggling with reading or behaviour. https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	For parents to receive communication from school and feel more involved since they are unable to come into school as they would pre-Covid.	This has been ordered for **2021-22**.	EC	Monthly

CATCH-UP PREMIUM FUNDING 2020-21

Action	Cost	Intention	What's the evidence and rationale for this choice?	Success Criteria	Impact	Staff lead	Review
To monitor pupils wellbeing	£450	https://www.risingstars-uk.com/subjects/assessment/wellbeing-and-attitudes-to-learning	We suggest the Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner. https://www.evidenceforlearning.net/recoverycurriculum/		• All pupils have found wellbeing hour beneficial and it changed their outlook on school (see conferencing monitoring). • Wellbeing hour reduced to PE and PSHE. • Teachers are able to keep in touch with pupils and continue to build pupil wellbeing. • Teachers were able to identify any issues that arose and could deal with them as and when appropriate. • Worry Monsters were introduced		