

Catch-up Premium Strategy 2020-21

SUMMARY INFORMATION		
Total number of pupils:	420	
Amount of catch-up premium received per pupil:	£80	
Total catch-up premium budget:	£34,880	
<p>Strategy Statement</p> <p>We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in all aspects of school life. “Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. It is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools - June 2020)</p> <p>Autumn Term 2020 Our school’s catch up priorities are to close gaps in all areas, with writing as a priority and this is reflected in our SDP.</p> <p>The core approach we are implementing is extra interventions, led by teachers in key areas. We are also providing extra hours for staff to provide targeted interventions and funding out of hours extra lessons, delivered by class teachers in key year groups.</p> <p>With all interventions, we ensure they are linked to classroom learning, structured, targeted at identified need, time limited and monitored.</p> <p>Interventions started WB 5th October 2020 and ran until end of Autumn Term. During Spring term lockdown, interventions re-started remotely in Y5 [English and Maths] and Y6 [Maths] and Y3 [English and Maths] started WB 25th January 2021. Following this, TAs started to offer 1.1 zooms for Phonics, Writing and other core areas.</p>		
<h2>How did March lockdown affect our attainment?</h2>		
Reading Age Related Expectations	Writing Age Related Expectations	Maths Age Related Expectations
<p>6 out of 12 classes saw a drop in ARE reading. Numbers of children who went off track:</p> <ul style="list-style-type: none"> ➤ Y1 - 11 children ➤ Y2 - 9 children ➤ Y5 - 6 children ➤ Y6 - 7 children <p>33 children in total</p>	<p>12 out of 12 classes saw a drop in ARE writing. Numbers of children who went off track:</p> <ul style="list-style-type: none"> ➤ Y1 - 5 children ➤ Y2 - 13 children ➤ Y3 - 5 children ➤ Y4 - 8 children ➤ Y5 - 19 children ➤ Y6 - 5 children <p>55 children in total</p>	<p>9 out of 12 classes saw a drop in ARE maths. Numbers of children who went off track:</p> <ul style="list-style-type: none"> ➤ Y1 - 6 children ➤ Y2 - 6 children ➤ Y3 - 3 children ➤ Y4 - 3 children ➤ Y5 - 3 children ➤ Y6 - 3 children <p>24 children in total</p>

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Projected cost
--------	---------------------------------------	--	---	------------	----------------

Attainment in March and October 2020

Current levels of attainment [October 2020]

* Based on teacher assessment and standardised testing Y2 upwards|

** NB year groups have moved up, so Y3 in spring is now Y4 in Oct 20

End of Spring Term 2020

	Reading					
	Y1	Y2	Y3	Y4	Y5	Y6
ARE - % Working AT or ABOVE	77%	75%	69%	73%	84%	89%
ARE - % Working ABOVE	15%	14%	23%	21%	27%	52%
Progress – % Making EXPECTED or BETTER	93%	75%	88%	90%	92%	93%
Progress – % Making BETTER THAN EXPECTED	8%	6%	5%	12%	12%	31%

	Writing					
	Y1	Y2	Y3	Y4	Y5	Y6
ARE - % Working AT or ABOVE	73%	64%	67%	71%	80%	86%
ARE - % Working ABOVE	3%	3%	16%	10%	9%	28%
Progress – % Making EXPECTED or BETTER	93%	75%	95%	92%	77%	83%
Progress – % Making BETTER THAN EXPECTED	5%	10%	3%	8%	13%	15%

	Maths					
	Y1	Y2	Y3	Y4	Y5	Y6
ARE - % Working AT or ABOVE	80%	68%	77%	74%	84%	77%
ARE - % Working ABOVE	7%	15%	19%	19%	30%	33%
Progress – % Making EXPECTED or BETTER	80%	65%	95%	96%	94%	80%
Progress – % Making BETTER THAN EXPECTED	0%	4%	2%	10%	10%	9%

October 2020

	Reading					
	Y1	Y2	Y3	Y4	Y5	Y6
ARE - % working at or above	45%	50%	75%	73%	68%	68%
Difference	N/A	-25%	=	up	-5%	-16%
ARE - % working above	13%	12%	14%	23%	12%	15%
Difference	N/A	-3%	=	=	-9%	-12%

	Writing					
	Y1	Y2	Y3	Y4	Y5	Y6
ARE - % working at or above	67%	35%	49%	43%	14%	65%
Difference	N/A	-38%	-15%	-24%	-57%	-15%
ARE - % working above	7%	3%	0%	0%	7%	0%
Difference	N/A	=	-3%	-16%	-3%	-9%

	Maths					
	Y1	Y2	Y3	Y4	Y5	Y6
ARE - % working at or above	72%	62%	59%	68%	65%	75%
Difference	N/A	=	-6%	-9%	-9%	-9%
ARE - % working above	7%	7%	9%	0%	16%	21%
Difference	N/A	=	-6%	-19%	-3%	-9%

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Projected cost
--------	---------------------------------------	--	---	------------	----------------

Planned expenditure for current academic year

Barrier A

6 out of 12 classes saw a drop in ARE **READING**.
% children achieving **ARE** in reading is below national average in 4 out of 6 year groups.

Desired outcome

The % of pupils at age-related expectation in reading by summer 2021 is equivalent to/better than national average for each cohort

<p>Reading Testing</p> <ul style="list-style-type: none"> ➤ To use standardized tests to support teacher assessment for reading from Y2 upwards 	<ul style="list-style-type: none"> ➤ Teachers have clear understanding of gaps in children's learning ➤ Teachers set accurate targets for children 	<p><u>EEF Covid Support Guide for Schools</u></p> <p><i>Targeted diagnostic assessments can support teachers to monitor pupils' progress</i></p> <p><i>Effective intervention follows assessment, which can be used to ensure that support is well targeted and to monitor pupil progress.</i></p>	<ul style="list-style-type: none"> ➤ Train staff in how to complete grid analysis ➤ Time given for grid analysis [specialist teachers to cover] 	<p>Assessment Lead</p>	<p>Sept 20</p> <p>Cost £600</p>
<p>Reading Interventions</p> <p>Buy in teachers to deliver structured and targeted interventions</p> <ul style="list-style-type: none"> - Y2 Reading <p>Increase hours of existing staff to deliver reading interventions</p> <ul style="list-style-type: none"> - Y4 Reading 	<ul style="list-style-type: none"> ➤ % children achieving ARE reading, increases and is closer to or in line with national average in all year groups ➤ Off track children will receive high quality, teacher led intervention 	<p><u>EEF Covid Support Guide for Schools</u></p> <p><i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</i></p> <p><i>Tuition delivered by qualified teachers is likely to have the highest impact</i></p>	<ul style="list-style-type: none"> ➤ Data action plans ➤ Provide Intervention Record to ensure structured planning and dialogue between intervention and class teacher ➤ Book looks ➤ Observation ➤ Data analysis 	<p>SLT</p> <p>Reading Leads</p> <p>Pupil Premium Lead</p>	<p>Catch up premium Cost: £5,500</p>
<p>Existing interventions which take place as normal practice</p> <ul style="list-style-type: none"> - Y1 Phonics 1:1 intervention 3x afternoons - Y2 3x afternoons Better Reading Progress [BRP] - Y5 3x afternoons BRP - Y6 2x afternoons Reading and Maths - Specialist Art and Computing lessons to free teachers up for responsive marking and feedback and dynamic interventions 					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Projected cost
- Ongoing CPD for staff from Nick Lock RWI Phonics for all who teach phonics					
Reading Resources ➤ Books for BRP intervention	➤ Better Reading Progress Intervention [BRP] Off track readers will make accelerated progress	<u>EEF Covid Support Guide for Schools</u> <i>It is likely that some pupils will require high quality, structured, targeted interventions to make progress</i>	➤ Test on entry ➤ Test on exit ➤ Training for TAs delivering BRP	Reading Leads	Cost £1,000
<u>Barrier B</u> 12 out of 12 classes saw a drop in ARE writing. % children achieving ARE in writing is below national average in all year groups.			<u>Desired outcome</u> The percentage of pupils at age-related expectation in writing by summer 2021 is equivalent to or better than national average for each cohort		
Writing Testing ➤ To use standardized tests to support teacher assessment for SPAG from Y3 upwards	➤ Teachers have clear understanding of gaps in children's learning ➤ Teachers set accurate targets for children	<u>EEF Covid Support Guide for Schools</u> <i>Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss</i> <i>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</i>	➤ Train staff in how to complete grid analysis ➤ Time given for grid analysis [specialist teachers to cover]	Assessment Lead	Sept 20 Cost £500
Writing Interventions Buy in teachers to deliver structured and targeted interventions - Y1 Writing intervention 1x afternoon - Y5/6 Writing booster 2x week external teacher	➤ % children achieving ARE writing, increases and is closer to or in line with national average in each cohort ➤ Off track children will receive high quality, teacher led intervention	<u>EEF Covid Support Guide for Schools</u> <i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</i> <i>Tuition delivered by qualified teachers is likely to have the highest impact</i>	➤ Data analysis ➤ Provide intervention record template ➤ Check Data Action Plans and liaison between Assessment/ Curriculum Lead and class teachers to ensure correct children are targeted ➤ Check teachers' intervention records and have professional discussion to ensure gaps in learning are being addressed	Writing Lead SLT	

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Projected cost
<ul style="list-style-type: none"> - Y3 handwriting, spelling boosters 1x morning - Y4 SPAG booster 2x week Ray Pay class teachers to run out of hours morning boosters <ul style="list-style-type: none"> - Y3 morning booster 2x week 10 weeks 			<ul style="list-style-type: none"> ➤ Pupil Progress Meetings termly to discuss impact of interventions and progress of off track children ➤ Monitor planning and children selected for morning boosters to ensure needs are being met 		Cost £13,000
Existing writing interventions which take place as normal practice					
<ul style="list-style-type: none"> - Y2 morning booster 2x week 10 weeks - Specialist Art and Computing lessons to free teachers up for responsive marking and feedback and dynamic interventions 					
Writing Resources <ul style="list-style-type: none"> ➤ Purchase new writing intervention for KS1 and KS2 	<ul style="list-style-type: none"> ➤ Attainment and progress will be at or above national average for % pupils achieving ARE in each year group 	EEF Covid Support Guide for Schools <i>it is likely that some pupils will require high quality, structured, targeted interventions to make progress</i>	<ul style="list-style-type: none"> ➤ Teachers provided with intervention planning documents, including dialogue between intervention teacher and class teacher ➤ Intervention planning monitored 	Assessment Lead Literacy Lead	Cost £1,300
Barrier C 9 out of 12 classes saw a drop in ARE maths % children achieving ARE in maths is below national average in all year groups.			Desired outcome The percentage of pupils at age-related expectation in maths by summer 2021 is equivalent to or better than national average for each cohort		
Maths Testing <ul style="list-style-type: none"> ➤ To use standardized tests to support teacher assessment for MATHS from Y2 upwards 	<ul style="list-style-type: none"> ➤ Teachers have clear understanding of gaps in children's learning ➤ Teachers set accurate targets for children 	EEF Covid Support Guide for Schools <i>Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss</i> <i>Effective intervention follows assessment, which can be used to ensure that support is well-</i>	<ul style="list-style-type: none"> ➤ Train staff in how to complete grid analysis ➤ Time given for grid analysis [specialist teachers to cover] 	Assessment Lead	Sept 20

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Projected cost
		<i>targeted and to monitor pupil progress.</i>			Cost £600
<p>Maths Interventions</p> <p>External intervention teachers to take target groups</p> <ul style="list-style-type: none"> ➤ Y1 Maths intervention 2x week ➤ Y5 Maths booster 2x week external teacher <p>Increase hours of existing staff to deliver writing interventions</p> <ul style="list-style-type: none"> ➤ Y4 Maths booster 2x week ➤ Y6 Maths interventions 3x afternoons 	<ul style="list-style-type: none"> ➤ Teachers identify off track children on data action plan <i>[differentiating between those who went off track during lock down, and those who were historically off track]</i> ➤ Interventions are targeted, time limited and effective and linked to class learning ➤ Interventions planned based on identified areas from assessments ➤ Off track [especially newly off track] children make accelerated progress from their starting points as a result of interventions 	<p><u>EEF Covid Support Guide for Schools</u></p> <p><i>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</i></p> <p><i>Tuition delivered by qualified teachers is likely to have the highest impact</i></p>	<ul style="list-style-type: none"> ➤ Data analysis ➤ Provide intervention record template ➤ Check Data Action Plans and liaison between Assessment/ Curriculum Lead and class teachers to ensure correct children are targeted ➤ Check teachers' intervention records and have professional discussion to ensure gaps in learning are being addressed ➤ Pupil Progress Meetings termly to discuss impact of interventions and progress of off track children ➤ Monitor planning and children selected for morning boosters to ensure needs are being met 	<p>Maths Lead SLT</p>	<p>Cost £11,400</p>
<p>Existing interventions which take place as normal practice</p> <ul style="list-style-type: none"> - Y2 morning Maths boosters 2x week 10 weeks. - Y6 Maths 3 x afternoons - Specialist Art and Computing lessons to free teachers up for responsive marking and feedback and dynamic interventions 					
<p>Barrier D Learning has been lost over lockdown and gaps in knowledge and skills need to be closed</p>			<p>Desired outcome Gaps are closed by teachers, freed up by specialist teachers, running extra catch up lessons in core subjects</p>		
<p>Increase existing staff hours to offer 1:1 zoom TAs throughout lock down for those</p>	<p>TAs target children to give feedback and address misconceptions</p>	<p><u>EEF Covid Support Guide for Schools</u> <i>Approaches to interventions, such as one to one and small group</i></p>	<p>Zoom training for staff 28.1.21 Observation</p>	<p>DH Class teachers to</p>	

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Projected cost
--------	---------------------------------------	--	---	------------	----------------

<p>who weren't engaging.</p> <p>When lock down over and school reopens, keep extra hours for in school sessions.</p>	<p>or gaps in their learning.</p> <p>Extra TA hours Y4 and Y5</p>	<p><i>tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place.</i></p>	<p>Monitor engagement</p>	<p>direct TA sessions</p> <p>SLT</p>	<p>Cost: £3,000</p>
--	---	--	---------------------------	--------------------------------------	---------------------

Total expenditure £36,900