

Catch-up Premium Strategy 2020-2021

School's name	<i>Etwall Primary School</i>	Date	09-12-2020
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School's universal catch-up premium fund (total amount)	£22,880	Number	Percentage
Total number of pupils on roll	NOR = 286	Pupils eligible for the pupil premium/ disadvantaged	27 9.4%
		Pupils eligible with SEND	28 9.8%
		Pupils eligible who are LAC and/or PLAC	1 0.3%
National Tutoring Programme	Tutors - FTE=0 £0	Academic Mentors – FTE = 0 £0	

Barriers	
Academic	
1.	<i>Pupils have missed several months of schooling and, whilst a large number remained engaged with the school over lockdown, a significant proportion did not and as such have increased the gap between themselves and their peers.</i>
2.	
3.	
<i>A proportion of parents have not fully engaged with the school throughout lockdown either due to them having to work or through them not having the necessary skills themselves to be able to assist their children. This risks creating a legacy of disengagement.</i>	
Behaviour and Attitudes	
4.	<i>Behaviour in the new EYFS pupils is endemic of children who have not had a structure or boundaries to adhere to at Nursery. As such, skills such as listening, focus and looking after school property are below the levels we would normally expect.</i>
5.	<i>Within Key Stage 1 and 2, a significant number of pupils lack the necessary focus and attention to detail required for them to accelerate their progress this year and make up for lost time.</i>
Personal development (including social and emotional health and wellbeing)	
6.	<i>Many of the pupils who struggled with emotional regulation prior to lockdown are displaying increased anxiety and emotional distress since returning in September.</i>
Date(s) of review(s) and impact of catch-up premium funding:	Spring: <i>April '21 (HT, SLT and GB).</i> Summer: <i>July '21 (HT, SLT and GB).</i>

Catch-up Premium: Academic - Objective 1: To improve children's phonic/reading ability in EYFS, Key Stage 1 and for lowest 20% of readers in KS2

Reasons for the approaches taken: We have a good track record of improving phonics outcomes in recent years and therefore believe we have the building blocks to make successful inroads into those who have fallen behind due to missing school in 2019/20. We feel that with expenditure on improved resources, along with an increased focus on those children that need interventions to achieve their full potential, this is an area we have a significant impact upon.

Success criteria – (what will tell you that you have overcome the barrier?) Improved results from initial baseline data and assessment outcomes at the relevant points throughout the academic year.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (inc. milestones) Person responsible	Monitoring and evaluation	Amount of funding spent & from which source: Universal fund, Tutor scheme/ pillar, Academic mentor scheme/ pillar	
1	<i>Pupils have missed several months of schooling and, whilst a large number remained engaged with the school over lockdown, a significant proportion did not and as such have increased the gap between themselves and their peers.</i>	<i>88% pass rate for Year 2s taking the belated test in Au2 '20. November Phonics Check.</i>	<i>Regular interventions using additional TA hours to plug any apparent gaps. 3 x 20 mins x 15 weeks x 3 TAs</i>	<i>Up to end of Au2 – HM/KW</i>		<i>£660 Universal Fund</i>
		<i>85% pass rate for Year 1s in Su2 '20. June Phonics Check.</i>	<i>Phonics Consultancy Support to complete audit and action plan. Training of all staff to follow.</i>	<i>Up to end of Su2, with half termly monitoring taking place – HM/KW</i>		<i>£300 for consultant support £400 for staff training on phonics interventions for pupils at Phase 5 and above Universal Fund</i>
		<i>All children to have completed Phase 3 Phonics in EYFS. End of year assessment.</i>	<i>Daily diet of discrete phonics lessons, enhanced by high quality phonics based continuous provision activities – both online and offline.</i>	<i>Up to end of Su2, with half termly monitoring taking place – HM/KW/ST</i>		<i>No cost</i>
		<i>Lowest 20% of readers to decrease the gap between their reading age and their chronological age</i>	<i>Purchase additional reading resources for book banded resources</i>	<i>KW</i>		<i>£570 Universal Fund</i>
					£1930	

Catch-up Premium: **Academic - Objective 2: To accelerate progress for groups of children who have fallen behind age related expectations**

Reasons for the approaches taken: We have a good track record of improving phonics outcomes in recent years and therefore believe we have the building blocks to make successful inroads into those who have fallen behind due to missing school in 2019/20. Expenditure on employing additional teaching hours to focus on those children that need interventions to achieve their full potential should impact significantly.

Success criteria – (what will tell you that you have overcome the barrier?) Improved results from initial baseline data and assessment outcomes at the relevant points throughout the academic year.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (inc. milestones) Person responsible	Monitoring and evaluation	Amount of funding spent & from which source: Universal fund, Tutor scheme/ pillar, Academic mentor scheme/ pillar
2	<i>Pupils have missed several months of schooling and, whilst a large number remained engaged with the school over lockdown, a significant proportion did not and as such have increased the gap between themselves and their peers.</i>	<p><i>Children in identified target groups will make accelerated progress to be back on track by the end of the academic year.</i> <i>Termly assessments.</i></p> <p><i>Employ a member of staff for 5 days instead of 3 days when appointing maternity cover.</i></p> <p><i>Identify target groups of children/individuals and the structured interventions that will be used to accelerate progress.</i></p> <p><i>Analyse assessments for gaps in learning.</i></p> <p><i>Provide pre/re-teaching sessions for maths.</i></p>	<i>Spring and Summer Term</i>		<p><i>£14,225 Universal fund</i></p> <p>£14,225</p>

Catch-up premium plan: **Academic - Objective 3: To ensure parents have access to the necessary resources to enable them to best help their children at home**

Reasons for the approaches taken: Having surveyed parents at the beginning of the academic year, we are aware of where parents felt they needed assurance and assistance during the period children were out of school. We have taken these learning points and addressed them individually in order to present parents with a more appropriate toolkit to enhance home learning and strengthen the home-school partnership. We believe this will give our pupils the greatest chance of success moving forward.

Success criteria – (what will tell you that you have overcome the barrier?) Informal discussions with parents, responses to formal surveys and improved end of year outcomes for pupils based on September 2020 baseline.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (inc. milestones) Person responsible	Monitoring and evaluation	Amount of funding spent & from which source: Universal fund, Tutor scheme/ pillar, Academic mentor scheme/ pillar	
3	<i>A proportion of parents have not fully engaged with the school throughout lockdown either due to them having to work or through them not having the necessary skills themselves to be able to assist their children. This risks creating a legacy of disengagement.</i>	<i>Parents to be in a position to assist their child with any remote learning issues so as not to provide a barrier to learning. Delivery records from eSchools and Class Dojo.</i>	<i>All parents to receive appropriate training on the use of the new remote learning platform to ensure appropriate usage by their children.</i>	<i>By end of Au1 – RO</i>		<i>£1,500 – External source</i>
	<i>Parents to be up to speed with CPA methods of maths teaching and to open communication channels if issues arise. All pupils to have been sent home with WRM booklets.</i>	<i>All parents from Y1 to Y6 to receive paper based maths resource booklets to compliment what is being taught in school.</i>	<i>By mid-November – EB</i>		<i>£240 – Universal fund</i>	
	<i>In lieu of parent workshops, parents to be up to speed with question types and themes likely to come up in Y6 SATs. All Y6 pupils to be given CGP books in various subjects.</i>	<i>All Y5 and Y6 parents to receive CGP reading, SPaG and maths books to enhance home-school partnership with regard to end of Key Stage assessments.</i>	<i>By end of Spring 1 – KW/GD</i>		<i>£200 – Universal fund</i>	
					£440 + £1,500	

Catch –up premium plan: Behaviour and attitudes - Objective 4: To provide enhanced TA support to EYFS pupils in order to reduce ratios and allow greater focus on the expectations of a school environment and how that differs from what has gone before						
Reasons for the approaches taken: We have listened to the opinions of our highly experienced and well-regarded staff in EYFS and they have expressed concerns over certain behaviours and attitudes within the class. We have faith in their suggestions as to how this can be overcome and feel that this will lead to improved learning outcomes in the classroom and improved behaviour outside of it.						
Success criteria – (what will tell you that you have overcome the barrier?) Improved learning behaviours in the classroom and assessment outcomes at the end of the academic year from September 2020's baseline. Also improved behaviour on the playground and less low to medium level behaviour incidents.						
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (inc. milestones) Person responsible	Monitoring and evaluation	Amount of funding spent & from which source: Universal fund, Tutor scheme/ pillar, Academic mentor scheme/ pillar	
4	<i>Behaviour in the new EYFS pupils is endemic of children who have not had a structure or boundaries to adhere to at Nursery. As such, skills such as listening, focus and looking after school property are below the levels we would normally expect.</i>	<i>Calmer lunchtimes with increased focus on structured play such as Duck-Duck-Goose, What Time is it Mr Wolf etc. Fewer behaviour incidents at lunchtime recorded by midday staff.</i>	<i>70 additional TA hours to be funded in EYFS in the Autumn term.*</i>	<i>End of Au1 – SBe/LCh/JD</i>		<i>£1024 Universal fund</i>
	<i>Greater understanding of the school's behaviour rules. Pupil interviews.</i>	<i>Increased focus on being safe, being respectful and being ready to learn promoted through PSHCE, class assemblies and rewards systems.</i>	<i>Ongoing – ST/RO/LCh/JD</i>		<i>No cost</i>	
	<i>Less low level behaviour incidents in the classroom linked to listening, focus and breakages. Accelerated progress from Au1 baselines in PSED.</i>	<i>An increased focus on PSED in classroom based activities, be that discrete or through continuous provision.</i>	<i>Ongoing – ST/RO/LCh/JD with termly monitoring taking place.</i>		<i>No cost</i>	
					£1024	

Catch –up premium plan: **Behaviour and attitudes - Objective 5: To give Key Stage 1 and 2 pupils access to small group TA support on a regular basis in order to facilitate pre-learning and reinforce learning post-lesson**

Reasons for the approaches taken: We know that this approach has paid significant dividends in the past, but had to be withdrawn due to budgetary constraints. The catch up funding gives us the opportunity to reinstate something that we know works and to improve pupil outcomes significantly from September 2020's baseline.

Success criteria - what will tell you that you have overcome the barrier? Improved pupil outcomes and reduced time in class having to cover previous learning, leading to increased less pace and greater progress within lessons and across terms.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (inc. milestones) Person responsible	Monitoring and evaluation	Amount of funding spent & from which source: Universal fund, Tutor scheme/ pillar, Academic mentor scheme/ pillar
5	<p><i>Within Key Stage 1 and 2, a significant number of pupils lack the necessary focus and attention to detail required for them to accelerate their progress this year and make up for lost time.</i></p>	<p><i>Accelerated progress from cusp pupils in Reading, Writing, Maths and SPaG.</i></p> <p><i>Termly teacher assessment.</i></p>	<p><i>Identify pupils who are considered cusp, based on Au1 baselining.</i></p>	<p><i>Early Au2 – RO</i></p>	<p><i>No cost</i></p>
		<p><i>Ensure that appropriate pre- and post-learning interventions are put in place and their effectiveness closely monitored.</i></p>	<p><i>Early Au2 – EB/KW with regular monitoring taking place.</i></p>	<p><i>No cost</i></p>	
		<p><i>300 additional TA hours to be funded in the appropriate identified areas.*</i></p>	<p><i>Early Au2 - SBe</i></p>	<p><i>£4389 Universal Fund</i></p> <p><i>£4389</i></p>	

Catch-up premium plan: Personal development - Objective 6: To provide enhanced resources for emotional literacy and wellbeing in order to reduce anxiety levels in those pupils who are struggling with a return to the school environment					
Reasons for the approaches taken: We have taken great strides in recent years in the area of emotional literacy and have a much greater understanding of what that means for our pupils and how best we can both identify them and cater for their needs. The catch up funding allows us to offer this facility to a wider number of pupils, whom we know are experiencing social and emotional difficulties and increased anxiety at the current time.					
Success criteria - what will tell you that you have overcome the barrier? Increasing levels of confidence and greater self-esteem amongst the pupils accessing the programme, which in turn leads to improved learning behaviours and better academic outcomes.					
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (inc. milestones) Person responsible	Monitoring and evaluation	Amount of funding spent & from which source: Universal fund, Tutor scheme/pillar, Academic mentor scheme/pillar
6	<i>There are also an increasing number of children who require nurture and emotional literacy support to cope with their increased anxiety based around their return to the school environment.</i>	<i>Children identified as experiencing social and emotional difficulties are displaying increasing stability and focus both in and out of the classroom. Pupil interviews and discussions ELSA provider. Observations from key staff members such as class teachers and middays.</i>	<i>58 additional TA hours to be funded in order to provide greater access to ELSA programme.* (1.5hrs per week x 39 weeks)</i>		
			<i>Discussions with relevant pupils as to what activities they wish to partake in.</i>	<i>Early Au2 – SBe</i>	
			<i>By end of Au1 – Nca</i>		<i>£848</i>

Review of the impact of the strategy		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1.	Ac.	<i>Brief recap for each barrier.</i>	<i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i>	<i>Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.</i>
2.				
3.				
4.	B A			
5.				
6.	P D			
7.				