

Catch-up Premium Strategy 2020-2021

Tweeddale Primary School



School's universal catch-up premium fund (total amount)	£31,200 £80 per pupil for Years 1 to 6		Number	Percentage
Total number of pupils on roll	328 Y1-6	Pupils eligible for the pupil premium/ disadvantaged	150	46%
		179 - Whole school	Y1-6	
	410 Whole school	Pupils eligible with SEND	108	33%
127 - Whole school		Y1-6		
		Pupils eligible who are LAC and/or PLAC	1	0.2%

Summary of Barriers for pupils returning back to school in September 2020

Academic	
1.	A significant number of pupils across Yrs1-6 have fallen behind in core curriculum subjects e.g. reading, writing and maths.
2.	Significant number of pupils in KS1 that have fallen behind with their learning of phonics.
3.	A large number of pupils in Reception that have entered the year group with a low baseline in all areas of learning.
4.	Low engagement with school for a small number of children including poor attendance.
5.	Lack of routine (ensuring home learning is completed, ensuring regular opportunities for socialisation, re-establishing appropriate boundaries and providing educative conversations)
Personal development (including social and emotional health and wellbeing)	
6.	Ensuring pupils reconnect with their friendships on returning to school and are able to verbalise their emotions. Ensuring pupils are able to access their learning at a pace that reassures and excites them about learning.
Date(s) of review(s) and impact of catch-up premium funding:	Reviews of impact: Autumn 1 by 23rd October 2020 (Foundation Stage and Year 1) Autumn 2 by 18th December 2020 Spring 2 by Wednesday 31st March 2021 Summer 2 by Friday 23rd July 2021 Key stage 2: Every 6 weeks - review of Pixl interventions.

Catch-up Premium: Academic Objective 1: To ensure rapid progress in core reading, writing and maths knowledge and skills

Reasons for the approaches taken: During the 2020 summer term – from 1.6.20 children in Nursery and Reception, Year 1 and year 6 were the only children who returned to school, in addition to the Vulnerable and Key Worker children.

1. The Year R and Year 1 children are now Year 1 and 2 and the baseline data shows a significant number of the year group below ARE for the start of Year 2. These are a key group for Catchup. Attendance for Reception and Year 1 during the summer term did not have a high take up. Good quality home learning was provided but the take up for some children was mixed.

- a. to become familiar with learning in a large group again eg listening, turn taking
- b. to rapidly develop their phonic skills for a large number of children

Approx 50% of Year 5 came into school in the mornings from 15.06.20. Children in year 2,3 and 4 did not attend school unless they were Vulnerable and Key Worker children.

2. Although approx 50% of Year 5 (now year 6) children did return to school they were learning in smaller bubbles in the mornings.

Therefore, the needs for KS2 children are:

- a. to become familiar with learning in a large group again for a whole school day
- b. to rapidly develop their R, W and M skills filling gaps from the previous years curriculum

Actions

- Year 2 - JM to take small groups to consolidate classroom work 2x mornings per week.
- Year 3 to 6 - Pixl interventions for R, W, SPAG and M as required for all classes. 2x weekly per subjects (supply - graduate)
- Year 1 - release time for EG and AT to work with children needing additional support particularly lowest 20% in reading.
- All classes - Full time TA support for groups of children identified by class teachers for additional support.
- Year 6 - HLTA for 4 mornings a week.

Success criteria from the measures being put in place

- Quality First Teaching
- Attainment levels for cohorts remain the same as the previous year in reading, writing and mathematics
- Pupils learning in books evidences rapid progress in core key skills
- Assessments show fewer gaps in learning for pupils
- Attainment gaps between children across the year reduce

Barrier	Desired outcome. How it will be measured.	Actions	Timescales Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Catch up funding and disadvantaged funding
1 A large number of pupils across KS1/2 have fallen behind in core curriculum subjects e.g.	Children that were not at ARE at the start of September will have reduced the gap and are at or closer to ARE.	See above	September 2020 SLT	Half termly/ 6 weekly tracking to assess progress.	KS2 Pixl intervention £21,850 Y2 - TA support £5595 Y1 - Release time £3,755 (Action point 2 incl) Y6 - HLTA support - no charge to

	reading, writing and maths.	remain on track and achieve ARE by the end of 2021. This will be measured through half termly tracking and final end of year attainment targets.				catch up funding. Existing school budget. Total £31,200
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Catch-up premium plan: **Academic**
To ensure high quality phonics teaching is in place to support the rapid development of phonic knowledge for pupils in KS1.

Reasons for the approaches taken:
An initial assessment has identified gaps in learning for current Y1 and Y2 pupils in phonics. Working with the English Hub to ensure all staff delivering phonics have had good training so they are able to deliver the very best phonics sessions. Funding has been used to release YR1 teachers to give them time to support smaller groups of children with additional lessons. The phonics lead has leadership time to ensure a robust monitoring and evaluation cycle is in place in order to quality assure the teaching of phonics on-going. This also includes frequent assessment points in order for impact to be measured.

- Actions**
- Year 1 - release time for EG and AT to boost phonics support as recommended by the English Hub.
 - Parents to have additional materials to support children's catch up at home.
 - Yr2 TAs to children who do not pass the Phonics test in November 2020 with 2x phonics lessons daily.
 - Quality First Teaching.

Success criteria –

Barrier	Desired outcome. How it will be measured.	Actions	Timescales Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Catch-up funding and planned school budget
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2	Pupils in Key Stage One have fallen behind with their learning of phonics and early reading.	% of pupils meeting the standard in the Phonics Screening check and current Y1 and Y2 children is in line or above with the national average.	Additional intervention time to reinforce acquisition of phonic knowledge and apply in reading and writing.	Phonics Lead CT / TA delivering sessions	Half termly tracking to assess progress.	£3,755 (Action point 1 incl)
			Leadership time for phonics lead (so that more frequent assessments can be undertaken every 6 weeks)	Ongoing through year Phonics Lead	Half termly tracking to assess progress.	From English Hub funding. No cost to catch up funding.
			Partnership with English Hub to provide training, Letters and sounds materials and resources. Monitoring of provision.	Phonics Lead	Half termly tracking to assess progress.	From English Hub funding. No cost to catch up funding.

Catch-up premium plan:
 Significant number of pupils in Reception that have entered the year group with a low baseline in all areas of learning.

Reasons for the approaches taken:
 On baseline assessments of the Reception children, attainment was significantly lower at 0% at ARE on entry. In order for children to make rapid progress additional support needs to be given.

Actions

- TA reading support in the first instance but time may develop into further actions and may increase. Target group lowest 20%
- Talking partner groups to support language and communication.
- Language rich environment.

Success criteria –

Barrier	Desired outcome. How it will be measured.	Actions	Timescales Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Catch-up funding
3. Significant number of pupils in Reception that have entered the year group with a low baseline in reading.	Children will make good progress and will reach at least 2d – ARE at the end of the year and this will not hinder them reaching GLD.	Quality First Teaching. As above.	Ongoing through year Foundation Stage Leader staff delivering sessions	On going tracking to assess progress.	Not included in catch up funding. Staffing from school budget.

Catch-up premium plan:
 Increase engagement with school including attendance at or above national average.
 Establish a routine to support return to learning in school.

Reasons for the approaches taken:

Children who are settled in school are far more likely to demonstrate good learning behaviours and learn well.
Children who have persistent absence from school are less likely to achieve ARE.

Actions

- Nurture / ELSA support for target children.
- Recovery curriculum - opportunities to explore emotions, anxiety, concerns etc about returning to school.
- Work with parents to increase attendance for all year groups.
- Risk assessment that addresses concerns that parents may have about sending their children to school.
- Regular well - being lessons
- TA led interventions e.g Talking Partners.

	Barrier	Desired outcome. How it will be measured.	Action s	Timescales Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Catch-up funding
4.	Low engagement with school for a small number of children including poor attendance.	Children will actively engage in all school activities.	Well being and Recovery curriculum activities to encourage high levels of engagement. Sept - Daily well being activities in class as necessary. Jane to chase up absence on first day of absence. Follow GLT Attendance Policy.	On going Class Teachers /RT Jane Barbury.	On going PSHE assessment	Provided as part of FLO role.

5.	Lack of routine (ensuring home learning is completed, ensuring regular opportunities for socialisation, re-establishing appropriate boundaries and providing educative conversations)	Children will actively engage in all school activities.	Well being and Recovery curriculum activities to encourage high levels of engagement. Children to feel supported in returning to school. ELSA / Nurture provision. Weekly well being lessons. Sept - Daily well being activities in class as necessary Team mates	On going Class Teachers JB/JQ/LC ML		On going as part of in class provision.
Total spending						31,200

Catch-up premium plan:
Personal Development.
 Ensuring pupils reconnect with their friendships on returning to school and are able to verbalise their emotions.
 Ensuring pupils are able to access their learning at a pace that reassures and excites them about learning

Reasons for the approaches taken: children returned to school with various needs both academic and emotional. There is a need to ensure that children are not under pressure in order that they catch up academically. Children will not have been able to be in large friendship groups since march 2020 and so support coping with this and all the other situations currently presenting children need support to understand and express how they feel. They will also need support to understand the social distancing measures still in place e.g. zones in the playground.

Actions

- Introduce and embed Zones of Regulation.
- Allocated class mid-day meals supervisors for lunch cover.
- SLT on daily lunch duty.
- Team Mates (ML)
- Year Group Nurture provision / Individual ELSA for individual children who need additional support.

Barrier	Desired outcome. How it will be measured.	Action s	Timescales Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Catch-up funding
6.Ensure children reconnect with friendships and follow	All children know and use zones of regulation.	Staff to have Zones of Regulation training.	On going throughout the year.		Free.

	the behaviour expectations for learning and keeping safe in the school environment.	Behaviours that hinder academic and social situations are minimal.				
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Total spending	£31,200
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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.			
2.			
3.			
4.			
5.			
6.			