

Catch-up Premium Strategy 2021-22

Tweeddale Primary School



School's universal catch-up premium fund (total amount)	£26,100 Carry over from 2020/21 £14,240		Number	Percentage
Total number of pupils on roll	334 Y1-6	Pupils eligible for the pupil premium/ disadvantaged 177 - Whole school	165 Y1-6	49%
	412 Whole school	Pupils eligible with SEND 130 - Whole school	115 Y1-6	34%
		Pupils eligible who are LAC and/or PLAC	3	0.9%

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 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. PA - 28%
5.	Lack of routine (ensuring home learning is completed, ensuring regular opportunities for socialisation, re-establishing appropriate boundaries and providing educative conversations)
6.	Lack of Chromebooks for children to access online learning during lockdown, isolation or for homework activities.

Personal development (including social and emotional health and wellbeing)

7.	Ensuring pupils reconnected with their friendships on returning to school and were able to verbalise their emotions. Ensuring pupils are able to access their learning at a pace that reassures and excites them about learning. Rules and routines are re-established.
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Date(s) of review(s) and impact of catch-up premium funding:	<p>Reviews of impact:</p> <p>Autumn 2 by 17th December 2021</p> <p>Spring 2 by 31st March2022</p> <p>Summer 2 by 20th July 2022</p> <p>Key stage 2: Every 6 weeks - review of Pixl interventions.</p>
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Catch-up Premium: Academic Objective 1: To ensure rapid progress in core reading, writing and maths knowledge and skills

Reasons for the approaches taken: Since March 2019, the children have had their education interrupted by lockdowns, isolation, home learning and class bubbles. Online learning was provided throughout with some children accessing the learning in school and others at home. All children were taught by their class teachers with class TAs supporting in school.

1. The baseline assessment of children in Year 1 shows a significant number of the children below ARE for the start of Year 2. These are a key group for Catchup. 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

2. Pixl assessment in Autumn Term has shown a significant drop in reading, writing and maths attainment in KS2. (Figures represent national Pixl results)

Y6:

Reading 73%

Maths: 58%

GPS: 67%

Y5:

Reading: 42% (53)

Maths: 32 (36)

GPS: 42 (50)

Y4:

Reading: 40 (47)

Maths: 33 (41)

GPS: 48 (45)

Y3*: (*Skewed hugely due to unreported children)

Reading: 55 (45)

Maths: 29 (32)

GPS: 54 (42)

2. Therefore, the needs for KS2 children are:

- a. to restore their resilience for 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 (led by AP and GD)
- Year 1 - release time for AD 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. reading, writing and maths.	Children that were not at ARE at the start of September will have reduced the gap and are at or closer to ARE. remain on track and achieve ARE by the end of 2022. This will be measured through termly tracking and final end of year attainment targets.	See above	September 2021 SLT	Termly/ 6 weekly tracking to assess progress.	KS2 Pixl intervention (AHT/DHT) £31,157 Y2 - TA support £5763 Y2 (GD) - Additional Phonics - no additional charge to the school Y1 - Release time £3,420 (Action point 2 incl) Y6 - HLTA support - no charge to catch up funding. Existing school budget. Total £40,340

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 AD 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 TA/AHT to children who do not pass the Phonics test in November 2021 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.	£3,420 (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 18% at ARE on entry for GLD. 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%
- NELI 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 2 – 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.
4.	Language skills in Reception are low and impacting on the children's attainment on all 7 areas of the curriculum.	Children will make good progress and will reach at least 2 – ARE for Language and Communication at the end of the year and this will not hinder them reaching GLD	Quality First Teaching. NELI	EYFS staff	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/NELI

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. Meetings with parents of children with PA (Attendance below 85%)	On going Class Teachers Jane Barbury. Julie Carrick	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						

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.				
	7. Ensure children have the ICT equipment needed to access online learning while isolating, in the event of a lockdown or for homework activities,	Access to online learning is increased.	Loan Chromebooks.	When needed		Cost to parent £0 Cost to school £18 per licence.

Total spending	£40,340
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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.
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2.			
3.			
4.			
5.			
6.			