

Catch-up Premium Strategy 2022-23

Tweeddale Primary School



School's universal catch-up premium fund (total amount)	£26,100		Number	Percentage
Total number of pupils on roll	360 Y1-6	Pupils eligible for the pupil premium/ disadvantaged	192 YR-6	46%
		Pupils eligible with SEND	113 YR-6	27%
	416 Whole school	Pupils eligible who are LAC and/or PLAC	3 YR-6	0.7%

Summary of Barriers for pupils caused by Covid 19 and still impacting learning in 2022.

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 and Y3 that have fallen behind with their learning of phonics.
3.	A large number of pupils in Nursery and 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 during Covid, it has been difficult to re-establish routines. e.g home reading, home work.

Personal development (including social and emotional health and wellbeing)

6.	Lack of socialisation has impacted behaviour for some younger children.
7.	Ensuring pupils are able to access their learning at a pace that reassures and excites them about learning. Rules and routines are re-established. Behaviour for learning improves.

Date(s) of review(s) and impact of catch-up premium funding:	<p>Reviews of impact:</p> <p>Autumn 2 by 16th December 2022</p> <p>Spring 2 by 31st March 2023</p> <p>Summer 2 by 21st July 2023</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: During 2019/20 and 2020/21, the children have had their education interrupted by lockdowns, isolation, home learning, class bubbles and absence due to illness. 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 2 shows a significant number of the children below ARE. These are a key group for Catchup.
 - a. to provide intervention groups to create rapid progress in R, W & M.
 - b. to continue to develop their phonic skills to develop their confidence with reading and writing.
2. Pixl assessment has shown a significant drop in reading, writing and maths attainment in KS2. (Figures represents national Pixl results)

Y6. Sep 22 (These results are a decrease on 2021)

R: 41%

M: 32%

GPS: 39%

2. Therefore, the needs for KS2 children are:

- A. to develop their resilience and behaviour for learning.
- B. to rapidly develop their R, W and M skills filling gaps from the previous years curriculum

Actions

- Y1-Y5 - Cross phase interventions 2x afternoons a week
- Year 3 to 6 - Pixl interventions for R, W, SPAG and M as required for all classes. 2x weekly per subjects
- 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. and 4th maths group taught by GD

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 2023. This will be measured through termly tracking and final end of year attainment targets.	See above	September 2022 SLT	Termly/ 6 weekly tracking to assess progress.	<p>KS2 Pixl intervention £24,674 (JO)</p> <p>Y1 - Intervention group NELI to continue in Aut term. Y1, Y2, - Catch up Phonics, SaLT, Talk Partners, OT, Handwriting, Precision. Y3, Y4 - Phonics, Talk Boost, OT, Handwriting, Precision, Y5 - Precision, Handwriting and Readers.</p> <p>32 hours LSA - £26,750</p> <p>Y6 - HLTA support - no charge to catch up funding. Existing school budget.</p> <p>Total £51,424</p>
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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

- 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 June 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.	Part of school provision
			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.	3 x days supply. £600
			English Hub training, Letters and sounds materials and resources for staff new to teaching phonics in KS1	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 - to start in January 2023. Initial assessment in Aut 2.	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.	Attendance lead 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 Jane Barbury. Julie Carrick	On going PSHE assessment	Provided as part of FLO role.

5.	Lack of routine during Covid, it has been difficult to re-establish routines. e.g home reading, home work.	Children will actively engage in all school activities.	Interesting curriculum activities to encourage high levels of engagement. Children to feel supported in school. ELSA / Nurture provision. Weekly well being lessons. Team mates	On going Class Teachers JB/JQ/LC ML		On going as part of in class provision.
Total spending						£52,024

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.Lack of socialisation has impacted behaviour for some younger children.	All children know and staff use zones of regulation. Behaviours that hinder academic and social	Staff new to TPS to have Zones of Regulation training.	On going throughout the year.		Free.

		situations are minimal.				
	7.,Ensuring pupils are able to access their learning at a pace that reassures and excites them about learning. Rules and routines are re-established. Behaviour for learning improves.	Access to online homework is increased. Behaviour will improve and the impact on learning will decrease	Loan Chromebooks. Behaviour Audit. Review of support for pupils at risk of PEX.	When needed		Cost to parent £0 Cost to school £18 per licence.

Total spending	£52,024
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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.			