

LONG ROW PRIMARY SCHOOL

Catch-up Premium Strategy 2020-2021



School's name	Long Row Primary School	Date	November 2020
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School's universal catch-up premium fund (total amount)	£ 20,080		Number	Percentage
Total number of pupils on roll	NOR = 251	Pupils eligible for the pupil premium/ disadvantaged	28	11%
		Pupils eligible with SEND	6	3%
		Pupils eligible who are LAC and/or PLAC	5	2%
National Tutoring Programme	Tutors - FTE= £		Academic Mentors – FTE =	

Barriers		
Academic		
1.	Lack of exposure to quality first teaching due to lockdown	
2.	Gaps in knowledge and understanding due to prolonged absence from school	
Behaviour and Attitudes		
3.	Children finding expectations and routines of school day challenging	
Personal development (including social and emotional health and wellbeing)		
4.	Lack of motivation and confidence because of lack of time in school	
Date(s) of review(s) and impact of catch-up premium funding:	Autumn:	18/12/2020
	Spring:	26/3/2021
	Summer:	16/7/2021

Catch-up Premium: **Academic**

Objective 1: To establish and address gaps in learning for pupils as a result of Covid-19

Reasons for the approaches taken: Research shows that small group tuition is effective in ensuring effective progress for all pupils. Smaller groups prove to be more successful (EEF +4 months), thus group sizes will be 3-4 pupils. We are using a highly skilled teacher to deliver interventions to fill gaps in pupils' knowledge, primarily in reading and then moving to maths. The explicit teaching of reading comprehension strategies on average delivers an additional six months progress (EEF 2020).

Success criteria - what will tell you that you have overcome the barrier? We will be looking for identified pupils to make progress in the short term by understanding what they need to do to improve and applying this consistently. We will look for progress at regular assessment points by tracking standardised scores or reading ages. Pupils will also maintain or improve on their expected attainment at the end of the year.

Barrier 2	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
Gaps in knowledge and understanding due to prolonged absence from school	By tracking standardised scores or reading ages at regular assessment points Looking at/comparing prior attainment (March 2020) with current attainment. Interventions will have secured good progress and internal data shows that no learning has been lost	Recovery Curriculum, September 2020, places emphasis on re-establishing basic skills e.g. handwriting, times tables learning etc. Purchase new suite of diagnostic assessments to provide baseline and ongoing assessment data – progress and attainment	CL and assistant heads Have curriculum ready for Sept 2020 CL purchase new assessments -Sept 2020 DT to manage data transfer to Mark – Oct 2020	SLT to monitor books through regular work scrutiny Evidence of progress can be seen from intervention records	Universal fund Assessments: £812 Shine: £864

		Mark' identifies pupil gaps and purchase of 'Shine' provides targeted intervention for staff to work on with pupils Highly skilled teacher within school works across year groups with target children to accelerate progress TA's work on Shine interventions as directed by classteacher Training for TA's and implementation of writing conferences. Update 'Switch On' training	Staff trained on Shine – Jan 2021 – CL/EV CL to organise Staff training as above – Jan 2021 onwards to implement TA training refresher January 2021	Senior leaders to monitor the quality of interventions through observations and scrutiny of intervention records All staff to analyse data and join pupil progress meetings termly	Staff costs £ 12,000 Training costs £250
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Catch-up premium plan: Academic Objective 2 To improve children's phonic ability in Years 1, 2 and 3					
Reasons for the approaches taken: The phonics approach to the teaching of reading has proved to found to be consistently effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Effective diagnostic assessment, combined with high quality teaching and rapid intervention should effectively accelerate progress for identified pupils. Success criteria - what will tell you that you have overcome the barrier? Phonic assessment will show that a high percentage of pupils have the necessary phonic knowledge to pass the phonic standard – December 2020 and June 2021.					
Barrier 2	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
Gaps in knowledge and understanding due to prolonged absence from school	Ongoing assessment and tracking of pupil progress and outcomes Percentages of pupils achieving the phonic standard	Ensure staff are aware of phonic expectations and progression by providing refresher staff training KS 1 and Y3 teaching assistants to have phonic intervention training Ensure all phonic sessions are high quality Ensure reading books are well	CL to organise – September 2020 INSET – October 2020. CL to organise Learning walks and observations Nov 2020 and January 2021- CL and JJ October 2020	Learning walks show that all phonics teaching is at least good English leaders monitor phonic interventions and data outcomes Intervention records show that pupils are making good progress	Universal fund Phonic intervention training £300 New phonic based readers purchase

		matched to pupils phonic ability Implement phonic intervention for identified pupils.	November 2020		£1,000 TA's to lead £5,000
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Catch-up premium plan: **Academic**

Objective 3 Develop a sustainable approach to remote learning, enabling children to access quality first teaching both at school and home (where necessary)

Reasons for the approaches taken: In order to make excellent progress, pupils need access to high quality teaching. We decided initially to revisit our QFT strategies as a staff. In lesson feedback (EEF +8) is a strategy which has proved successful. Similarly, we considered the structure of lessons, looking at modelling and scaffolding as key techniques which teachers use in school which can be transferred to on- line learning. Using digital technology has been identified as having +4 months impact on pupil achievement (EEF).

Success criteria - what will tell you that you have overcome the barrier? All teaching across school will be at least good. Pupils will have access to quality on line learning if bubbles close.

Barrier 1	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
Lack of exposure to quality first teaching due to lockdown	All teaching across school is at least good All pupils have access to quality remote learning provision	Ensure all children have access to 'Teams' across school Staff training on 'Teams' platform. How to set class pages and upload work.	SLT by September 2020 October 2020	SLT to check access EV/AS to sort	Universal fund to purchase laptops £1,500

		KS 2 children trained to use 'Teams'. Parent guides to support younger children and KS 2.	October 2020	KS 2 staff	
		Homework provided on-line to ensure all can access and how to use is maintained	November 2020	All staff	
		Questionnaire to check access to technology at home	October 2020	AS to lead	
		Purchase of some laptops for home use as needed.	December 2020	CL/EV to sort	
		Staff refresher training on QFT. Ensure this links to quality remote learning.	December 2020 – January 2021	CL/EV/JJ	
		Evaluate and purchase systems for home learning	EV/JJ evaluate and recommend by January 2021	EV/JJ	Universal fund to purchase platforms (as above)

Catch-up premium plan: Behaviour and Attitudes Objective 4 To re-establish behaviour for learning so that pupils are ready to access school routines and meet learning expectations					
Reasons for the approaches taken: To learn effectively whether in school or at home it is essential for pupils to be independent in their learning, to be motivated and be able to self-regulate. We will continue to develop our approaches to this through the 'Building Learning power' with particular emphasis on meta cognition (EEF +7). The explicit reference to these strategies throughout the day will develop pupil understanding so that they are able to call upon this when working at home. Success criteria - what will tell you that you have overcome the barrier? As school leaders are around school they will observe high levels of engagement. Pupils will be working independently. Managing distractions and persevering with their task.					
Barrier 3	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
Children finding expectations and routines of school day challenging	Pupils will be able to self-regulate in class. They will show positive attitudes to their learning, maintaining focus, concentration and working independently	Re-visit 'Building Learning Power' (BLP) with all staff Ensure that pupils know the BLP characters and are able to discuss how these things help them in their learning Displays in school remind children of	January 2021 DH February 2021 DH and all staff February 2021 Staff	SLT learning walks to check on behaviour for learning Work scrutiny shows that pupils try their best and are proud of their work	Universal fund TA sessions £1,000

		the characteristics of effective learning Small group sessions provided for targeted children who still find it difficult to access the school day	February 2021 SLT to sort		
Catch-up premium plan: Personal Development Objective 5 to improve pupil confidence and self- esteem so that they can more effectively access learning					
Reasons for the approaches taken: There are a small number of children for whom lockdown has meant that they are reluctant to join in class sessions and appear to have lost confidence. We are looking at some small group interventions/social groups for identified children (EEF +4) to improve interactions with others and self-management of emotions. On a wider scale, we will develop the Philosophy for Children approach across school, so that children are more confident to ask and answer questions and have opportunities to work collaboratively (EEF +2)					
Success criteria - what will tell you that you have overcome the barrier? Pupils will demonstrate improved levels of confidence and self-esteem which in turn will have positive impact on their learning attainment and progress.					
Barrier 4	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
Lack of motivation and confidence because of lack of time in school	Identified pupils will demonstrate improved confidence and be participating more fully in class	Social group sessions for identified children lacking self esteem/confidence	November 2020 onwards October 2020	Boxall profiles show improvements in identified aspects	Universal fund TA sessions £1,000

	Pupils will ask questions, work collaboratively P4C skills will be taught explicitly across a variety of lessons	Training for PSHE leader to develop P4C across school Training sessions for staff, leading to phased implementation and review	January 2021 onwards	Monitoring of interventions by school leaders	
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