Catch-up Premium Strategy 2020-2021

School's name	Penny Acres Primary School	Date	September 2020

School's universal catch-up premium fund (total amount)	£4320		Number	Percentage
Total number of pupils on roll	*NOR = 54*	Pupils eligible for the pupil premium/ disadvantaged	*7*	*13%*
		Pupils eligible with SEND	*7*	*13%*
		Pupils eligible who are LAC and/or PLAC	*0*	*0*

Barriers	
Academic	
1.	Reduced focus on Speaking and listening as the foundation for acquiring the skills of reading and writing due to the extended period of school closure (Revised, systematic phonics programme (Sound discovery) to be introduced across the Federation for Reception, Year 1, Year 2 and some Year 3 children).
2.	Despite extensive school guidance and planning being provided during the period of lockdown, on return to school we have identified the need for a more clearly defined and structured progression for learning all the major grapheme/phoneme correspondences: digraphs, trigraphs, adjacent consonants and alternative graphemes for the same sound.
3.	Understanding and distinguishing between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly due to varying approaches despite guidance being provided.
4.	Rebuilding Year 3 children's phonetic awareness in order to develop reading fluency.
Behaviour and Attitudes	
5.	Re-instilling in the children the key skills and attitudes necessary for them to become motivated and independent learners, leaders and co-operative team players after an extended period of reduced social interaction.
Personal development (including social and emotional health and wellbeing)	
6.	Pastoral provision to be made available to all pupils designed to supporting the rebuilding of friendships and social engagement.
7.	Pastoral provision to be made available to all pupils designed to address and equip pupils to respond to issues linked to coronavirus.
8.	Pastoral provision to be made available to all pupils designed to support pupils with approaches to improve their physical and mental wellbeing.

Date(s) of review(s) and impact of catch-up premium funding:	Autumn: December 2020 EHT and GB. Spring: March/April 2021 EHT and GB. Summer: July 2021 EHT and GB.

Catch-up Premium: Academic **Objective 1: To improve children's phonic ability in Years R, 1, 2 and 3.**

Reasons for the approaches taken:

New phonic scheme identified during CPD opportunity earlier in the year that will address the issues now associated with phonetic understanding due to extensive school closure.

Success criteria –

- Phonics screening test results showing recovery of phonic awareness and understanding.
- Daily phonics sessions increasing the ability and confidence of the children.
- Clear progression in learning all the major grapheme/phoneme correspondences: digraphs, trigraphs, adjacent consonants and alternative graphemes for the same sound.

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent
1 & 2	Reduced focus on Speaking and listening as the foundation for acquiring the skills of reading and writing due to the extended period of school closure. Despite extensive school guidance and planning being provided during the period of lockdown, on return to school we have identified the need for a more clearly defined and structured progression for learning all the major grapheme/phoneme correspondences: digraphs, trigraphs, adjacent consonants and alternative graphemes for the same sound.	Increased phonetic awareness of the children enabling more accurate decoding (Phonics Screening Check 2020 and 2021)	Revised, systematic phonics programme to be introduced across the Federation for Reception, Year 1 and Year 2.	**Sept/Oct 2020 –** New scheme purchased alongside relevant resources. (ED & SS) **Sept/Oct 2020 –** New scheme implemented across KS1 (SC & RG) **Dec 2020 –** Review of progress via discussion, analysis of data and scrutiny of pupils' work. (DR, SC & RG) **June/July 2021 –** Further review of progress.	H.T & Governors to evaluate through; ❖ Analysis of teacher plans. ❖ Classroom observations. ❖ Reports from H.T. ❖ Work scrutiny. ❖ Analysis of pupil performance data.	Synthetic Phonics (Sound discovery) programme £282.50 split between both schools = £141.25 per school.

Catch-up premium plan: **Academic** **Objective 2: To fill gaps in learning associated with extended school closure and varying levels of parental input in to learning.**

Reasons for the approaches taken: The need to address gaps in learning created by extended school closure.

Success criteria –

- Gaps in learning and misconceptions identified quickly and planning altered to address effectively.
- Children's attainment at the end of the year in line with age-related expectation or where previously predicted to be.
- Teachers have a clear understanding of individual gaps for children, setting targets and planning interventions effectively.

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent
3	Understanding and distinguishing between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly due to varying approaches despite guidance being provided.	Gaps in learning addressed following both formal and informal assessments and gaps analysis. (scrutiny of pupils' work and lesson observations) 1-1 and small group work used to effectively address missed learning and material that has been learnt incorrectly. (scrutiny of pupils' work and lesson observations) Parents kept informed of how they can best support learning at home.	Enhanced adult support in school to enable both teacher and TA led 1-1 and small groups sessions. Sessions used to address both learning that has been forgotten and material that hasn't been learn properly after an extended period of school closure.	**Sept/Oct 2020 –** Assessments made (All staff) **Sept/Oct 2020 –** 1-1 and small group initiatives developed making use of enhanced staffing levels and TA support. (All staff) **Dec 2020 –** Review of progress via discussion, analysis of data and scrutiny of pupils' work. (all staff) **June/July 2021 –** Further review of progress.	H.T & Governors to evaluate through; ❖ Analysis of teacher plans. ❖ Classroom observations. ❖ Reports from H.T. ❖ Work scrutiny. ❖ Analysis of pupil performance data.	£2277 (1/3 of the cost of Mike Jones for Maths Intervention with Y6 children over 35 school weeks) £476 = Purchase of Pira and Puma assessment material. 3 days supply freeing teachers up to carry out focussed, specific 1-1 and small group work - £195 x3 = £585

Catch-up premium plan: **Academic** **Objective 3: Raising confidence and attainment of Y3 readers after extended school closure.**

Reasons for the approaches taken: Both schools have identified a need for specific phonetic interventions for children in the lower Junior years.

Success criteria –

- Gaps in phonetic knowledge identified quickly and appropriate Rapid Reading material provided.
- Parents supporting the delivery of Rapid Reading material.
- Children reading confidently, sounding out and blending effectively.
- Increased phonetic awareness resulting in improved comprehension of text.

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent
4	Rebuilding Year 3 children's phonetic awareness in order to develop reading fluency and confidence with reading.	Increased phonetic awareness of the children enabling more accurate comprehension of text (PIRA 2021)	Purchase Rapid Reading Scheme. Ensure that both teachers and TAs are aware of how the scheme runs. Children's start points identified and initiated.	**Sept/Oct 2020 –** Assessments made (All staff) **Sept/Oct 2020 –** Appropriate reading material identified for individuals. (TA support) **Dec 2020 –** Review of progress via discussion, analysis of data and scrutiny of pupils' work. (all staff) **June/July 2021 –** Further review of progress.	H.T & Governors to evaluate through; ❖ Analysis of teacher plans. ❖ Classroom observations. ❖ Reports from H.T. ❖ Work scrutiny. ❖ Analysis of pupil performance data.	Purchase of Rapid Reading Levels 4-6 pack 1 £400 split between both schools = £200 per school.

Catch-up premium plan: **Behaviour and attitudes**	**Objective 4: To rebuild the children's self-confidence, skills and attitudes that enable them to become independent learners.**

Reasons for the approaches taken: Before closure, children across both key stages were demonstrating the key skills and attitudes necessary to be motivated and independent learners, leaders and cooperative team players. Due to isolation, it is predicted that some of this desire and outstanding attitude will have been lost.

Success criteria –

- Children keen to re-establish themselves as motivated learners.
- Outstanding attitudes to learning, particularly making up for lost learning, observed in both Key Stages.
- Teacher planning, outcomes of assessments and scrutiny of pupil's work reflects a motivated approach to learning and independence.

Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent
5	Re-instilling in the children the key skills and attitudes necessary for them to become motivated and independent learners, leaders and co-operative team players after an extended period of reduced social interaction.	Classroom observations, scrutiny of work and parent, pupil and teacher questionnaires report attitudes and key skills akin to how they were before first lock down.	All members of staff to set high expectations of pupils' learning behaviours, including expectations and engagement in 'blended learning' should the need arise.	**Sept/Oct 2020 –** Children return to school with high expectations of leaning behaviours. **Dec 2020 –** Review of progress via discussion, analysis of observations/questionnaires and scrutiny of pupils' work. (all staff) **June/July 2021 –** Further review of progress.	H.T & Governors to evaluate through; ❖ Classroom observations. ❖ Reports from H.T. ❖ Work scrutiny. ❖ Analysis of pupil performance data.	£55.75 = other resources linked to the delivery of high-teaching with a view to the children working independently.

Catch-up premium plan: **Personal development** **Objective 6: To ensure children have access to high quality pastoral support.**						
Reasons for the approaches taken: Children's emotional well-being expected to **Success criteria** - what will tell you that you have overcome the barrier?						
Barrier		Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent
6 - 8	Pastoral provision to be made available to all pupils designed to: • support the rebuilding of friendships and social engagement. • address and equip pupils to respond to issues linked to coronavirus. • support pupils with approaches to improve their physical and mental wellbeing.	ALL children making a successful and confident return to school post lock down (observations & pupil and parent questionnaires) Pastoral support available quickly to respond to emerging needs. (record of interventions, record of training)	6 days supply cover to enable SC as SENCO or class teacher to carry out work linked directly to the provision of pastoral support (allocation of 3 days per school).	**Sept/Oct 2020 –** Children return to school. Any immediate issues/worries/concerns dealt with in a timely manner. **Dec 2020 –** Review of pupil wellbeing via discussion, analysis of observations and feedback from interventions. (all staff) **June/July 2021 –** Further review of progress.	H.T & Governors to evaluate through; ❖ Reports from H.T.	6 days supply cover to enable SC as SENCO or class teacher to carry out work linked directly to the provision of pastoral support (allocation of 3 days per school). £195 x 6 = £1170 split between both schools = £585

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.	*Brief recap for each barrier.*	*Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.*	*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.*
2.				
3.				
4.	BA			
5.				
6.	PD			