

Catch-up Premium Strategy 2020-2021

| | | | |
|---------------|----------------------------------|------|-----------|
| School's name | Earl Sterndale CE Primary School | Date | July 2021 |
|---------------|----------------------------------|------|-----------|

| | | | | |
|---|--------|--|--|------------|
| School's universal catch-up premium fund (total amount) | £2,640 | | Number | Percentage |
| Total number of pupils on roll | 33 | Pupils eligible for the pupil premium/ disadvantaged | 9 | 27% |
| | | Pupils eligible with SEND | 3 | 9% |
| | | Pupils eligible who are LAC and/or PLAC | N/A | |
| School-Led Tutoring | | | Additional teaching assistant hours – 4.5 hours per week – 39 weeks: £2,640 | |

| Barriers | | |
|--|--|--------------------------------|
| Academic | | |
| 1. | Gaps in phonics learning in Years 1 and 2 due to an interrupted school year (2020) from Covid-19. | |
| 2. | Reading in Years 3-6 targeted for SEN and Pupil Premium pupils. | |
| Behaviour and Attitudes | | |
| 3. | Loss of empathy and emotional literacy. | |
| 4. | EYFS children to become school ready. | |
| Personal development (including social and emotional health and wellbeing) | | |
| 5. | The lack of social interaction has had an impact on pupils' well-being and readiness to learn and concentrate. | |
| 6. | Lack of technology at home to support remote working in school or non-engagement in distance learning for some disadvantaged pupils. | |
| Date(s) of review(s) and impact of catch-up premium funding: | Autumn: | HT, SLT and GB – FGB: 7.12.20 |
| | Spring: | HT, SLT and GB – FGB: 15.03.21 |
| | Summer: | HT, SLT and GB – FGB: 12.07.21 |

Catch-up Premium: **Academic**

Objective 1: To improve children's phonic ability in Year 1 and 2

Reasons for the approaches taken: **Disappointing results in a trial screening check in March 2021 emphasised children's phonic gaps from lost learning which have impacted reading skills.**

Success criteria - what will tell you that you have overcome the barrier?

More children will reach an expected level in reading by end of Year 2 and improved percentage in Year 1 phonic screening by summer term.

| Barrier | | 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 |
|---------|---|--|---|--|--|--|
| 1. | Gaps in phonics learning in Years 1 and 2 due to an interrupted school year 2020 from Covid-19. | Children working in line with age related expectations by the end of the focus of support. | Year 1 and Year 2 individualised and small group targeted support in phonics. | By end of Summer term 2021. Infant staff. | Expected reading levels were achieved in the summer term 2021. Y1 phonic screening increased significantly in the summer term 2021. | Universal fund - £600 |

Catch-up premium plan: **Academic**
Objective 2: Reading in Years 3-6 targeted for SEN and Pupil Premium pupils.

Reasons for the approaches taken: **Reading assessments showed plateaued progress.**

Success criteria - what will tell you that you have overcome the barrier? **Reading assessments will improve.**

| Barrier | | 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 |
|---------|---|--|--|---|---|--|
| 2. | Interruption to school due to Covid-19 resulted in stagnating reading ability among SEND and PP pupils. | Provide opportunities for targeted children to catch up on reading skills. | One-to-one reading sessions with teaching assistant at least three times a week. | By end of Summer term 2021. Junior staff. | Monitor sessions and assess reading ages. | Universal fund - £600 |

Catch-up premium plan: **Behaviour and attitudes**
Objective 3: Address loss of empathy and emotional literacy.

Reasons for the approaches taken: **Drop in social interactions during school closures led to lower empathy and emotional literacy.**

Success criteria - what will tell you that you have overcome the barrier? **Increase in care shown and emotional literacy.**

| Barrier | | 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 |
|---------|---|--|--|---|-------------------------------|--|
| 3. | Interruption to school due to Covid-19 lowered children's empathy and emotional literacy. | Monitor children's responses and care. | Use Collective Worship and PSHE sessions to emphasise need for care. | By end of Summer term 2021. All staff. | Ongoing summative assessment. | Universal fund - £200 |

Catch –up premium plan: **Behaviour and attitudes**
Objective 4: EYFS children to become school ready.

Reasons for the approaches taken: **Significant percentage of children who began in September were not school ready and needed a lot of support to settle in.**

Success criteria - what will tell you that you have overcome the barrier?

Children will be toilet trained. Speech and Language interventions will show positive impact.

| Barrier | | 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 |
|---------|--|--|---|---|-------------------------------------|--|
| 4. | A significant percentage of EYFS children in September 2020 were not school ready, which led to some disruptive and awkward behaviour; support with personal care was required and there were some speech and language difficulties. | Ensure children develop a routine and understand the boundaries within the classroom. Become engaged learners. | Additional support for EYFS cohort including toilet training and speech and language support. | By end of Summer term 2021. Infant staff. | Ongoing observation and assessment. | Universal fund - £500 |

Catch-up premium plan: **Personal development**

Objective 5: Provision of nurture groups and therapeutic work to support pupils' well-being.

Reasons for the approaches taken: **Professional expertise of staff along with observation of children on return to school setting has shown there is less resilience, lower confidence levels and a need to improve children's well-being. Children have needed more support pastorally as they have had to reform friendship groups and become part of a class once more.**

Success criteria - what will tell you that you have overcome the barrier?

Children will have increased self-esteem, will be more settled and ready to learn.

| Barrier | 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 |
|--|--|--|---|---|--|
| 5. The lack of social interaction has had an impact on pupils' well-being and readiness to learn and concentrate. | Pupils in a frame of mind where they are ready to learn. | Trained support staff using ELSA and Lego Therapy techniques and nurture groups. | Throughout the academic year. All staff. | Lesson observations, pupil discussions and pupil well-being assessment activities undertaken every term to evaluate effectiveness of preventive approach. | Universal fund - £600 |

Catch-up premium plan: **Personal development**

Objective 6: Lack of technology at home to support remote working in school or non-engagement in distance learning.

Reasons for the approaches taken: **Disadvantaged pupils will not necessarily be able to afford appropriate technology for use in distance learning. Parents with multiple children may struggle to participate in live learning without extra devices.**

Success criteria - what will tell you that you have overcome the barrier? **Children will access online learning and complete set work.**

| Barrier | 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 |
|---------|--|---------|---|---------------------------|--|
|---------|--|---------|---|---------------------------|--|

| | | | | | | |
|----|--|---------------------------------|---|---|--|-----------------------|
| 6. | Lack of technology at home to support remote working in school or non-engagement in distance learning. | Engagement in distance learning | Provision of laptops for disadvantaged pupils who may not have access to technology at home. Parents with multiple children may struggle to participate in live learning without extra devices. | Throughout the academic year. All staff. | Ensure children who have borrowed laptops engage in online learning. Review summer term for any children who remain off school. | Universal fund - £140 |
|----|--|---------------------------------|---|---|--|-----------------------|

| 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. |
| | | <i>Brief recap for each barrier.</i> | <i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i> | <i>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.</i> |
| 1. | Ac. | Narrow the gap in phonic knowledge in Years 1 and 2. | Extra support for small phonic group interventions improved phonic a knowledge and therefore reading skills in both years groups. 100% Y2 achieved expected reading in summer 2021. Y1 phonic screening increased by a significant percentage between March and July 2021. Specific percentages cannot be used due to small cohort size. | Small phonic group interventions on a regular basis improved skills significantly in both year groups with pleasing results. |
| 2. | | Reading in Years 3-6 targeted for SEN and Pupil Premium pupils. | Lots of opportunities for one-to-one reading. Assessments ongoing. | One-to-one reading sessions have been very successful. |
| 3. | BA | Address loss of empathy and emotional literacy. | Children are showing more empathy. | So far Collective Worship and PSHE sessions are working well. |
| 4. | | Some EYFS children were not school ready in Sept 2020. | EYFS cohort became more school ready, conformed more readily to class routines, toilet trained and improved speech and language skills by Summer 2021. | Support in small groups enabled children to become more engaged and learn to control their emotions with a focus on behaviour rewards and charts, small group time enabled them to develop self-esteem and confidence. |

| | | | | |
|----|----|---|--|--|
| 5. | PD | Impact on pupil well-being, learning and concentration. | By the end of Summer 2021, children were much more settled and ready to learn. Children's self-esteem had increased as a result of Lego Therapy and ELSA interventions. Work will need to be continued with some children into the next academic year. | ELSA interventions were very successful. Children enjoyed the dedicated small group time and actively participated in discussions during sessions. |
| 6. | | Lack of technology to support remote learning. | Improved and enabled most children to log onto Google Classroom to access lessons but internet speed in the local area is poor which hampered live sessions. As more children joined a session in school the internet connection became worse. | <p>Giving access to more technology meant more children were able to access a daily programme of engaging lessons.</p> <p>Live sessions were difficult due to poor internet but one-to-one live support sessions were very successful and children's onscreen learning behaviour improved significantly.</p> |