



Catch-up Premium Strategy 2020-2021

School's name	Castle View Primary School	Date	19/10/2020
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School's universal catch-up premium fund (total amount)	£9,520	Number	Percentage
Total number of pupils on roll	123 (excluding Nursery)	Pupils eligible for the pupil premium/ disadvantaged	59 41.2 %
		Pupils eligible with SEND (funding allocations)	12 9.75%
		Pupils eligible who are LAC and/or PLAC (according to DCC criteria)	1 0.8%
National Tutoring Programme	Tutors - FTE= 0	Academic Mentors – FTE = 1	

Context:

During school closure the school moved over to online learning through 'Google classrooms' and 'Tapestry'. 89% of pupils accessed these platforms and initial engagement was high. However, this reduced over time significantly to an average of 50% of pupils engaging across school. Ongoing support, in addition to home learning packs were disseminated. Pupils who did not engage with online learning also failed to access home learning packs.

To identify the key barriers academically triangulation was carried out of the Education Endowment Fund (EEF) evidence assessment report on the impact of school closures due to Covid-19, the EEF COVID-19 support guidance for schools and the baseline assessments carried out in September 2020 in Reading, Writing and Maths across all year groups. As a result, a range of strategies will be needed and catch up funding deployed to address:

- Significant gaps in phonic knowledge across Key Stage 1.
- Low attainment in early reading skills due to poor communication and language acquisition and comprehension.
- In Key Stage 2 the attainment gap has widened between disadvantaged and non-disadvantaged pupils.

Academic Barriers

1.	<p>Significant gaps in phonic knowledge across Key Stage 1.</p> <p>School closure has led to pupils in Year 1 and 2 regressing with their phonic knowledge and early reading skills. Baseline data in September 2020 demonstrates a significant dip in the proportion of children who are now on track or able to achieve the expected standard by the end of Year 1 and in the recheck in Year 2. Deficiencies in early reading skills will lead to long term effects on achievement.</p>
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2.	<p>Low attainment in early reading skills due to poor communication and language acquisition and comprehension.</p> <p>Low attainment in the Early Years in the prime area of learning of ‘communication and language’ will have a long term impact on pupil’s comprehension and reading skills. EEF research shows that early spoken language and oral language intervention can narrow the gap for these pupils by at least 5 months. Developing these skills by age four, are strongly associated with children’s literacy, numeracy and educational attainment.</p>
3.	<p>-In Key Stage 2 the attainment gap has widened between disadvantaged and non-disadvantaged pupils.</p> <p>Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided. <i>EEF evidence assessment report.</i></p>
Behaviour and Attitudes	
4.	<p>Pupils stamina and concentration levels have decreased. Behaviour for learning has been affected in all classes.</p> <p>Action: revisiting whole school resilience strategies on a weekly basis to address this. School budget and Pupil Premium deployed.</p>
Personal development (including social and emotional health and wellbeing)	
5.	<p>The majority of pupils have returned and present as being emotionally well. Action: Implicit teaching of mental health and well-being within the curriculum has been planned to ensure any pupils who are not demonstrating any signs, but may have underlying worries have their needs met. Continued use of Pupil Premium funding deployed to provide pastoral support, offer early help and monitor attendance.</p>



Catch-up Premium: **Academic** **Objective 1: To improve children’s phonic ability in Reception, Year 1 and Year 2.**

Reasons for the approaches taken:
 ‘Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided.’ EEF rapid evidence assessment report.

Good quality concentrated and systematic use of phonics is key to pupils’ success.

Baseline assessments demonstrate that pupil’s phonic knowledge and acquisition have been greatly affected by school closure due to COVID-19
 September 2020 3/15 pupils in Y2 are able to meet the expected standard for the end of Year 1 phonics check.
 4/23 pupils in Y1 September 2020 are on track to meet the expected standard.

Success criteria –
 Targeted phonic intervention ensures that the target of 65% of pupils in Year 1 and 53% of pupils in Year 2 achieve the expected standard.

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
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1	<p>Significant gaps in phonic knowledge across Reception and Key Stage 1</p> <p>September 2020 3/15 pupils in Y2 are able to meet the expected standard for the end of Year 1 phonics check. 4/23 pupils in Y1 September 2020 are on track to meet the expected standard.</p>	<p>Phonic intervention ensures that the target of 65% of pupils in Year 1 and 53% of pupils in Year 2 achieve the expected standard by July 2021.</p>	<p>Review timetabling to ensure more time is assigned to phonics teaching.</p>	September 2020	CP (HT)	£4,500 Universal fund
		<p>Age related expectations and Year 1 phonic check used to measure pupil progress and attainment.</p>	<p>Purchase phonic rich resources to ensure phonic application in context.</p>	October 2020	CH (EYFS lead)	£1,000 Universal fund
		<p>Review attainment and progress in line with monitoring and evaluation cycle.</p>	<p>Increase staffing capacity for 30 week programme to ensure small group and one to one phonic teaching intervention.</p>	October 2020	SLT	
			<p>5 review points established – data analysis and progress review.</p>		EYFS lead/ SLT and HT	

Catch-up premium plan: **Academic Objective 2 To improve Early Reading skills in the EYFS**

Reasons for the approaches taken:

Low attainment in early reading skills due to poor communication and language acquisition and comprehension.

EEF research shows that early spoken language and oral language intervention can narrow the gap for these pupils by at least 5 months. Developing these skills by age four, are strongly associated with children’s literacy, numeracy and educational attainment.

Success criteria

Improve communication and language development in the Early Years by 60% for Reception pupils.

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
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2	<p>Low attainment in the Early Years in the prime area of learning of 'communication and language' will have a long term impact on pupil's comprehension and reading skills</p>	<p>Extend pupils spoken vocabulary <i>by</i> the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction</p>	<p>Increase staffing capacity for 20 week programme to ensure small group and one to one NELI teaching intervention.</p>	December 2020	CP	£2,500 Universal fund
	<p>The Department for Education and Education Endowment Foundation are enabling all schools to access the NELI programme. The cost of training and resources are being made available to all school at no cost. The programme is targeted at support for oral language and early literacy skills for pupils in Early Years and delivered by trained early years staff.</p>	<p>Improve communication and language development in the Early Years by 60% for Reception pupils</p>	<p>Enlist in NELI early language intervention training and resources.</p>	October 2020	CP	
		<p>Review attainment and progress in line with monitoring and evaluation cycle.</p>	<p>Train member of staff in NELI language intervention.</p>	December 2020	CP	£450 to cover staff costs for training. Universal fund



Catch-up premium plan: **Academic Objective 3 Address the attainment gap between disadvantaged and non-disadvantaged pupils.**

Reasons for the approaches taken:
 -In Key Stage 2 the attainment gap has widened between disadvantaged and non-disadvantaged pupils.
 ‘school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%.’ Taken from the EEF rapid evidence assessment report.
Success criteria –
 Curriculum ‘essentials’ for Reading, Writing and Maths are identified and taught / revisited.

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	<p>-In Key Stage 2 the attainment gap has widened between disadvantaged and non-disadvantaged pupils.</p> <p>Research shows the impact of school closure on these pupils will potentially undo the last 9 years of work and PP funding expenditure to address the disadvantaged gap</p>	<p>To try to narrow the attainment gap for disadvantaged pupils in Reading, Writing and Maths by July 2020</p> <p>Review attainment and progress in line with monitoring and evaluation cycle.</p>	<p>Teacher-led targeted group teaching for Year 5 and Year 6 pupils.</p> <p>Review Metacognition strategies and implement actions to ensure pupils acquire core skills and knowledge in Reading, Writing and Mathematics.</p>	<p>September 2020</p> <p>November 2020</p> <p>5 review points established – data analysis and progress review.</p>	<p>CP/AW</p> <p>CP/AW</p> <p>SLT and HT</p>	<p>£3,000</p> <p>Universal fund and match funded via Pupil Premium.</p>



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.	<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>
2.				
3.				
4.	BA			
5.				
6.	PD			
7.				