



Catch-up Premium Strategy 2021 – 2022

School's name	Castle View Primary School	Date	September 2021 – July 2022
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School's universal catch-up premium fund (total amount)	£9,840		Number	Percentage
Total number of pupils on roll	126 (excluding Nursery)	Pupils eligible for the pupil premium/ disadvantaged	71	56.3 %
		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.

Based on feedback given by pupils and parents after the first lockdown, the online learning offer for all pupils was further developed to ensure that they had an increased level of support.

In lockdown 3 greater clarity of expectations were made and staff began live 'zoom' lessons. A clear, structured timetable was put in place and all practical resources needed for the following week's learning were delivered to all pupils. During the second period of school closure engagement increased to 95% of pupils.

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 throughout 2021 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 early reading skills, phonics, reading fluency, reading for pleasure and attitudes to learning were the areas most affected by school closure due to COVID-19.
- Pupils missed some key developmental milestones.
- 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 early reading skills, phonics, reading fluency, reading for pleasure and attitudes to learning were the areas most affected by school closure due to COVID-19.</p> <p>School closure has led to pupils in Reception, Year 1 and 2 regressing with their phonic knowledge and early reading skills. Baseline data in September 2020 and March 2021 demonstrated 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. Deficiencies in early reading skills will lead to long term effects on achievement.</p>
2.	<p>-Low attainment in early reading skills due to poor communication and language acquisition and comprehension –Pupils missed some key developmental milestones</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>Research and reviews carried out by staff show that pupils across all year groups have missed some key development milestones in early childhood (before joining nursery) or due to lack of high quality ‘play’ in the local community. This impacts directly on mental health and well-being and can also be seen in pupil concentration levels.</p> <p>Action: To review playtime/lunchtime provision. Implement ‘loose parts play’ and ‘Opel’ across the whole school. Continue to develop the number of Forest School trained practitioners. Continue to be an active partner with the Forest School Kindergarten association in developing the OCN course programme and implementation across school. Carry out CPD for all staff in understanding ‘Schemas’. Embed schematic play across the whole school. (sports funding being used to address this)</p> <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.

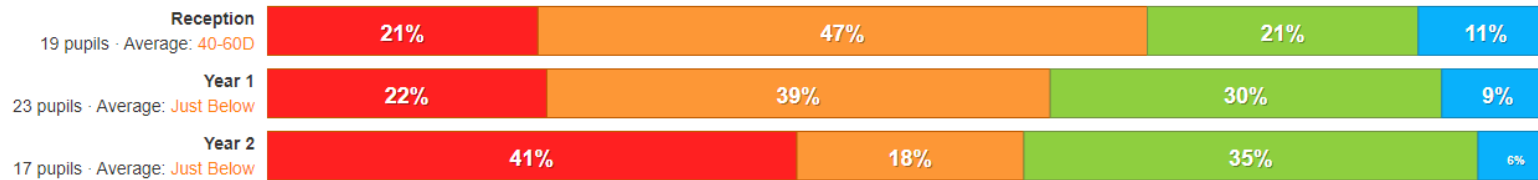
Baseline assessments demonstrate that pupil’s phonic knowledge and acquisition have been greatly affected by school closure due to COVID-19

September 2020 3/15 pupils in Y2 were able to meet the expected standard for the end of Year 1 phonics check.

4/23 pupils in Y1 September 2020 were on track to meet the expected standard. Significant progress was made between September and December 2020, however Lockdown 3 saw further regression.

Reading - Main Assessment

Legend Well below Just below Expected Above No data



Aim: To address regression in reading fluency, pleasure for reading and phonics.

Action:

Purchase phonic ‘book bag’ books to support application of phonic teaching at home.

Implement targeted intervention in Year 1 to improve pupils’ comprehension and early language skills

Success criteria –

Targeted phonic, sentence level intervention ensures that the target of 53% of pupils in Reception, 65% of pupils in Year 1 and 58% 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
<p>1</p> <p>Significant gaps in phonic knowledge across Reception and Key Stage 1</p> <p>September 2020 3/15 pupils in Y2 were able to meet the expected standard for the end of Year 1 phonics check. 4/23 pupils in Y1 September 2020 were 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 2022.</p> <p>Age related expectations and Year 1 phonic check used to measure pupil progress and attainment.</p> <p>Pupils understanding and use of basic sentence structure gaps are addressed.</p> <p>Review attainment and progress in line with monitoring and evaluation cycle.</p> <p>Phonics progress tracked. School leaders are able to hold staff to account for progress in phonics.</p>	<p>Review timetabling to ensure more time is assigned to phonics teaching.</p> <p>Purchase phonic rich resources to ensure phonic application in context.</p> <p>Purchase phonic 'book bag' books to support application of phonic teaching at home.</p> <p>Deliver phonics training to all staff.</p> <p>Implement targeted intervention in Year 1 to improve pupils' comprehension and early language skills</p> <p>Increase staffing capacity for 30 week programme to ensure small group and one to one phonic teaching intervention.</p>	<p>September 2021 AW</p> <p>October 2021 EYFS lead</p> <p>October 2021 EYFS lead</p> <p>September 2021 PE</p> <p>September 2021 SLT</p>	<p>5 review points established – data analysis and progress review.</p> <p>Phonics assessment data. Reading and writing development matters grid analysis. Book scrutiny.</p>	<p>£1,000 Universal fund</p> <p>£400 universal fund</p> <p>£2,250 Universal fund</p>



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 to 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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Castle View Primary School

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>Train members of staff in Every Child a Talker (ECaT)</p>	<p>December 2021 PE</p>	<p>Review attainment and progress in line with monitoring and evaluation cycle.</p>	<p>£450 to cover staff costs for training. Universal funding</p>
		<p>Improve communication and language development in the Early Years to 60% for Reception pupils.</p>	<p>Review the EYFS curriculum to ensure vocabulary rich. Purchase curriculum resources to support curriculum plan.</p>	<p>Spring Term 1 and 2 2022 AW</p>	<p>Observations, data analysis – EcaT assessment grid.</p>	<p>£2,000 (GaG – school budget)</p>
		<p>Improve children's vocabulary acquisition by implementing the NELI communication and language programme.</p>	<p>Increase staffing capacity for 20-week programme to ensure small group and one to one ECaT teaching intervention.</p> <p>Train TA in NELI early intervention. Deliver intervention programme weekly.</p>	<p>Autumn Term 1 – training</p> <p>Spring Term onwards – deliver intervention programme.</p>	<p>NELI assessment tool.</p>	<p>£2,500 Universal fund</p> <p>£2,500</p>



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>Narrow the attainment gap for disadvantaged pupils in Reading, Writing and Maths by July 2022</p> <p>Progress in Reading, Writing and Maths is closely monitored.</p> <p>Teaching and learning is targeted to address gaps in key reading and mathematical skills.</p> <p>Reading engagement levels tracked and increase over time.</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>Purchase and implement ‘Accelerated Reader’, and ‘Star Maths’</p>	<p>September 2021 AW</p> <p>November 2021 AW</p> <p>SLT and HT</p>	<p>Review attainment and progress in line with monitoring and evaluation cycle.</p> <p>Accelerated reader, Star Maths termly data analysis.</p> <p>Book scrutiny.</p>	<p>£3,000 Universal fund</p> <p>£5,000 (PP funding used to purchase)</p>