Catch-Up Premium Plan

Slade Primary School

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| Summary Information | | | | | |
| School | Slade Primary School | | | | |
| Academic Year | January 2020-December 2021 | Total Catch-Up Premium | £33,560 | Number of pupils | 195 |

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| Our intent |  |
| At Slade, we believe that the highest standards can only be achieved by having the highest expectations of all learners and of the quality of education. Both disadvantaged and non disadvantaged pupils require additional support to ensure they achieve the best possible outcomes following the disruption caused by COVID-19. Therefore, we will use the catch up premium and additional funding (pupil premium) alongside resources already available to us to support children to refresh their learning and reach their full potential. | |
| Guidance |  |
| Use of Funds | EEF Recommendations |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.  <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support>  Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.  To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1> | The EEF advises the following:  Teaching and whole school strategies  ⮚ Supporting great teaching  ⮚ Pupil assessment and feedback  ⮚ Transition support  Targeted approaches  ⮚ One to one and small group tuition  ⮚ Intervention programmes  ⮚ Extended school time  Wider strategies  ⮚ Supporting parent and carers  ⮚ Access to technology  ⮚ Summer support |

How we make decisions at Slade Primary regarding the use of the Catch-up premium grant?

In making decisions on the use of the premium, we will focus on approaches that:

* Use evidence-based research-proven strategies which work to diminish the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF.
* Ensure early intervention
* Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Catch up Premium, by the school and Trust Board.
* Are focused on clear short-term goals providing opportunities for pupils to experience success. Also recognising that these things will have long term gains.
* Recognise  that pupils who have fallen behind are not a homogeneous group and have a wide range of needs. As such the strategies we use to raise attainment will take these groups into account and lead to personalised provision.
* Use high quality teaching and learning as a key way to diminish the gaps in attainment in the first instance.
* Raise aspirations through access to high-quality educational experiences
* Promote pupil’s awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
* Ensure children’s emotional health and well being are supported to the highest levels, enabling them to best access academic learning
* Are for all year groups not just those in key end points
* Are for the more able, not just those falling behind their peers.

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| Identified impact of lockdown | |
| Maths | Specific content has been missed, leading to gaps in learning and stalled sequencing of the progression of skills. Our children’s gaps in their learning have been identified through teacher assessment. Recall of basic skills has been impacted – children are not able to recall addition facts, times tables and calculation strategies. This is reflected in arithmetic assessments. Many pupils accessed elements of the remote maths teaching, however this varied from year group to year group. Some pupils accessed the direct teacher input but then did not access the follow up work. |
| Writing | Whilst children haven’t missed ‘units’ of learning in the same way as they have in Maths, they have lost essential practising of writing skills. Spelling, grammar and punctuation knowledge has been impacted, leading to lack of fluency in writing. Children have also not been exposed to as many text types across the year as they ordinarily would have been.  There has also been a detrimental impact on writing stamina and improving pupil motivation due to the lack of fluency in their ability to write. |
| Reading | Children accessed reading lessons during lockdown, however not all children accessed the teacher input and reading activities. Children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide. Reading plus was available to year 6 during lockdown and was accessed by many children throughout remote learning. Engagement with reading was low in comparison to other subjects. |
| Non-core | There are now significant gaps in knowledge due to whole units of work not being taught. This has meant that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and enriching curriculum moments. |

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| Main barriers to our children around their need for catch up. | |
| Main barriers our children face: | Attendance |
| Digital poverty |
| Well being/Mental Health |
| Safeguarding – domestic abuse, neglect, social and emotional needs, parental mental health |
| Knowledge of the World – restricted cultural capital |
| Attitude and engagement in reading at home |

**At Slade, we have chosen to use the catch up premium (alongside a proportion of pupil premium) under the tiered approach as identified above (by EEF) to diminish they differences, support personal and academic attainment and progress in the following ways:**

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|  | | Planned expenditure | | | |
|  | | Teaching and whole-school strategies | | | |
| Area of focus | Strategy | | Intended Impact (review) | Staff lead | Review date |
| High Quality Teaching across school:  Data Driven Instruction | Leaders to use data driven instruction with class teachers to improve the quality of teaching and learning | | Teachers have an in-depth knowledge of subjects and the sequence of learning for these subjects.  Improved quality of pedagogy.  Subject leadership is never less than good | DHT | July 21 |
| Robust teacher assessment and feedback:  Teachers have a clear understanding of what gaps in learning remain and use this to refresh learning | Baseline assessments carried out following return to school.  Moderation of teacher assessments | | Clear, accurate and robust assessments lead to accelerated progress for pupils. | HT/DHT  Class teachers | July 21 |
| Academic Tutor to deliver high quality interventions across school | Academic tutor 3 days per week to deliver interventions across school for lower and middle attaining pupils in reading, writing and phonics maximising progress rates by focussing on gaps in word reading, fluency, comprehension and spelling.  1:1 and small group sessions across Year 2 and 3.  Fully funded through catch up premium. | | Gaps in learning are addressed quickly and pupils make accelerated progress. | DHT/HT  D.Smith - Tutor | July 21 |
| Phonics Teacher to deliver additional small group and 1:1 interventions in Reception and Year 1. | 2 days per week focussing early intervention in Reception and Year 1.  Delivering high quality 1:1 and small group phonics teaching. Year 1 pupils who did not reach expected standard in PSC.  Focus on PP children – PP funding used to support this intervention. | | Accelerated progress in phonics supports children in their reading  % of pupils reaching PSC level is improved from Jan 2020 practise test. | HT/DHT | July 21 |
| Provide before school face to face booster sessions for pupils in Year 5 | School staff (Y6 teachers) delivering face to face maths and reading booster sessions for summer 2 with year 5 classes before school.  Additional overtime funded through school budget. | | Lost learning is addressed and booster sessions refresh the childrens learning | DHT/Y6 Team | July 21 |
| Increase the therapeutic intervention sessions available from Beyond the Horizon and Urban Devotion | Additional Therapeutic sessions to provide play therapy and counselling for pupils | | Children’s emotional and mental health is supported effectively to enable them to access school | Pastoral Leaders | Dec 2021 |
| Purchase additional ‘Reading Plus’ licences for pupil premium pupils in Years 3, 4 and 5 to develop reading fluency and comprehension | Pupil premium pupils in KS2 – Years 3, 4 and 5 to have full access to Reading Plus enabling them to read more widely and often at home and school | | Pupils become more confident, fluent readers and show an improved reading age. | DHT | Dec 2021 |
| Provide after school 1:1 tutoring sessions for vulnerable pupils | 1:1 tutoring is delivered by catch up teacher and teachers | | Gaps in learning are addressed and pupils make accelerated progress from baseline | HT/DHT | Dec 2021 |
| Reduced class sizes in year groups identified as a focus | Pupils from current year 2 (2020-21) will be split into 3 classes of 20 in 21-22 academic year | | Smaller class teaching allows for rapid and sustained progress for all pupils | HT/DHT | Dec 2021 |
| NELI Reception early language programme | Reception TA lead  To support children with their communication and language | | Language intervention supports childrens language acquisition and as a result CandidateL improves from baseline. | AHT for EYFS |  |